

Assessment Schedule – 2013

Dance: Demonstrate knowledge of a dance genre or style (90005)

Evidence Statement

Question	Evidence
ONE	Body parts, and the purposes of the dance genre or style
(a)	Describes how TWO body parts are used in the dance genre or style.
(b)	Describes, by sketching, how the body parts are used.
(c)	Explains why the use of at least ONE body part is important to the purpose(s) of the dance genre or style.

N1	N2	A3	A4	M5	M6	E7	E8
Implies knowledge of the use of TWO body parts in the dance genre / style, though this is not explicit or not in the candidate's own words.		Demonstrates knowledge of the use of TWO body parts in the dance genre / style (AND how the use of at least ONE body part relates to the purpose(s) of the genre / style).		Demonstrates in-depth knowledge of the use of TWO body parts in the dance genre / style OR how the use of at least ONE body part is important to the purpose(s) of the genre / style. The response shows breadth / range (ie a number of features) OR depth of knowledge.		Demonstrates comprehensive knowledge of the use of TWO body parts in the dance genre / style AND how the use of at least ONE body part is important to the purpose(s) of the genre / style. The response shows breadth / range (ie a number of features) AND depth of knowledge.	
Identifies , through sketching and / or describing, the use of TWO body parts in the dance genre / style.	Briefly describes the use of TWO body parts in the dance genre / style.	Describes the use of TWO body parts in the dance genre / style. May explain how the use of at least ONE body part relates to the purpose(s) of the dance genre or style. Supports the response with a brief or general example , either written or sketched, which demonstrates knowledge of the use of body parts in the genre / style.	Describes clearly the use of TWO body parts in the dance genre / style. May explain clearly how the use of at least ONE body part relates to the purpose(s) of the dance genre or style. Supports the response with an example , either written or sketched, which demonstrates knowledge of the use of body parts in the genre / style.	Describes in some detail the use of TWO body parts in the dance genre / style <i>OR</i> Explains in some detail how the use of at least ONE body part is important to the purpose(s) of the dance genre or style. Illustrates the response with a specific example , either written or sketched, which includes some detail.	Describes in detail the use of TWO body parts in the dance genre / style <i>OR</i> Explains clearly and in some detail how the use of at least ONE body part is important to the purpose(s) of the dance genre or style. Illustrates the response with a specific example , either written or sketched, which includes some detail.	Describes in comprehensive detail the use of TWO body parts in the dance genre / style <i>AND</i> Explains in detail how the use of at least ONE body part is important to the purpose(s) of the dance genre or style. Clearly illustrates the response with a specific and detailed example , either written or sketched, showing how the use of body parts links to the purpose(s) of the dance genre / style.	Describes in comprehensive detail the use of TWO body parts in the dance genre / style <i>AND</i> Explains logically and thoroughly how the use of at least ONE body part is important to the purpose(s) of the dance genre or style. Clearly illustrates the response with specific and detailed examples , either written or sketched, showing how the use of body parts links to the purpose(s) of the dance genre / style.

N0 = No response; no relevant evidence.

Question	Evidence
TWO	The performance setting
(a)	Describes the setting or environment in which the dance genre or style is typically performed.
(b)	Describes, by sketching, how the performance setting is used by dancers, musicians, and the audience.
(c)	Explains the conventions for the use of the performance setting by the performers and the audience.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Implies knowledge of a typical performance setting used in the dance genre / style, though this is not explicit or not in the candidate's own words.</p>		<p>Demonstrates knowledge of a typical performance setting used in the dance genre / style (AND the conventions for the use of the performance setting by the performers and the audience).</p>		<p>Demonstrates in-depth knowledge of a typical performance setting used in the dance genre / style OR the conventions for the use of the performance setting by the performers and the audience.</p> <p>The response shows breadth / range (ie a number of features) OR depth of knowledge.</p>		<p>Demonstrates comprehensive knowledge of a typical performance setting used in the dance genre / style AND the conventions for the use of the performance setting by the performers and the audience.</p> <p>The response shows breadth / range (ie a number of features) AND depth of knowledge.</p>	
<p>Identifies, through sketching and / or describing, a typical performance setting in the dance genre / style AND how it is used by dancers, musicians, and the audience.</p>	<p>Briefly describes a typical performance setting in the dance genre / style AND how it is used by dancers, musicians, and the audience.</p>	<p>Describes a typical performance setting in the dance genre / style AND how it is used by dancers, musicians, and the audience.</p> <p>May explain the conventions for the use of the performance setting by the performers and the audience.</p> <p>Supports the response with a brief or general example, either written or sketched, which demonstrates knowledge of the performance setting.</p>	<p>Describes clearly a typical performance setting in the dance genre / style AND how it is used by dancers, musicians, and the audience.</p> <p>May explain clearly the conventions for the use of the performance setting by the performers and the audience.</p> <p>Supports the response with an example, either written or sketched, which demonstrate knowledge of the performance setting.</p>	<p>Describes in some detail a typical performance setting in the dance genre / style AND how it is used by dancers, musicians, and the audience</p> <p>May identify conventions of some complexity for the use of the performance setting</p> <p>OR</p> <p>Explains in some detail the conventions for the use of the performance setting by the performers and the audience.</p> <p>Illustrates the response with a specific example, either written or sketched, which includes some detail.</p>	<p>Describes in detail a typical performance setting in the dance genre / style AND how it is used by dancers, musicians, and the audience</p> <p>May identify conventions of some complexity for the use of the performance setting</p> <p>OR</p> <p>Explains clearly and in some detail the conventions for the use of the performance setting by the performers and the audience.</p> <p>Illustrates the response with a specific example, either written or sketched, which includes some detail.</p>	<p>Describes in detail a typical performance setting in the dance genre / style AND how it is used by dancers, musicians, and the audience</p> <p>Identifies some complex conventions for the use of the performance setting</p> <p>AND</p> <p>Explains in detail the conventions for the use of the performance setting by the performers and the audience.</p> <p>Clearly illustrates the response with a specific and detailed example, either written or sketched, showing how conventions for the use of performance setting are linked to the nature of the setting</p>	<p>Describes in comprehensive detail a typical performance setting in the dance genre / style AND how it is used by dancers, musicians, and the audience</p> <p>Identifies some complex conventions for the use of the performance setting</p> <p>AND</p> <p>Explains logically and thoroughly the conventions for the use of the performance setting by the performers and the audience.</p> <p>Clearly illustrates the response with specific and detailed examples, either written or sketched, showing how conventions for the use of performance setting are linked to the nature</p>

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N0 = No response; no relevant evidence.

Question	Evidence
THREE	Dance movements that reflect their circumstances
(a)	Describes the circumstances at a particular time when this affected the movements in the dance genre or style.
(b)	Describes, by sketching, at least ONE movement that reflects the circumstances at the time.
(c)	Explains how the circumstances at the time are seen in the movement(s).

N1	N2	A3	A4	M5	M6	E7	E8
Implies knowledge of circumstances that affected movements in the dance genre / style, and at least ONE movement that reflects these circumstances, though this is not explicit or not in the candidate's own words.		Demonstrates knowledge of circumstances that affected movements in the dance genre / style, AND at least ONE movement that reflects these circumstances (AND how these circumstances are reflected in the movement).		Demonstrates in-depth knowledge of circumstances that affected movements in the dance genre / style AND at least ONE movement that reflects these circumstances, OR how these circumstances are reflected in the movement. The response shows breadth / range (ie a number of features) OR depth of knowledge.		Demonstrates comprehensive knowledge of circumstances that affected movements in the dance genre / style AND at least ONE movement that reflects these circumstances, AND how these circumstances are reflected in the movement. The response shows breadth / range (ie a number of features) AND depth of knowledge.	
Identifies , through sketching and / or describing, the circumstances that affected movements in the dance genre / style, AND at least ONE movement that reflects these circumstances.	Briefly describes the circumstances that affected movements in the dance genre / style, AND at least ONE movement that reflects these circumstances.	Describes the circumstances that affected movements in the dance genre / style, AND at least ONE movement that reflects these circumstances. May explain how the circumstances at the time are seen in the movement(s).	Describes clearly the circumstances that affected movements in the dance genre / style, AND at least ONE movement that reflects these circumstances. May explain clearly how the circumstances at the time are seen in the movement(s).	Describes in some detail the circumstances that affected movements in the dance genre / style, AND at least ONE movement that reflects these circumstances <i>OR</i> Explains in some detail how the circumstances at the time are seen in the movement(s).	Describes in detail the circumstances that affected movements in the dance genre / style, AND at least ONE movement that reflects these circumstances <i>OR</i> Explains clearly and in some detail how the circumstances at the time are seen in the movement(s).	Describes in detail the circumstances that affected movements in the dance genre / style, AND at least ONE movement that reflects these circumstances <i>AND</i> Explains in detail how the circumstances at the time are seen in the movement(s).	Describes in comprehensive detail the circumstances that affected movements in the dance genre / style, AND at least ONE movement that reflects these circumstances <i>AND</i> Explains logically and thoroughly how the circumstances at the time are seen in the movement(s).
		Supports the response with a brief or general example , either written or sketched, which demonstrates knowledge of the factors affecting the movements in the genre / style.	Supports the response with an example , either written or sketched, which demonstrate knowledge of the factors affecting the movements in the genre / style.	Illustrates the response with a specific example , either written or sketched, which includes some detail.	Illustrates the response with a specific example , either written or sketched, which includes some detail.	Clearly illustrates the response with a specific and detailed example, either written or sketched, showing how the movements in the genre / style have been affected by circumstances.	Clearly illustrates the response with specific and detailed examples , either written or sketched, showing how the movements in the genre / style have been affected by circumstances.

N0 = No response; no relevant evidence.

Question	Evidence
FOUR	The skills and status of a dancer
(a)	Describes the skills of a typical dancer in the dance genre or style.
(b)	(i) Describes the status of different dancers within the genre or style.
	(ii) Describes the status of dancers in relation to other members of society.
(c)	Explains why dancers hold this status, and how the dancers' status could change.

N1	N2	A3	A4	M5	M6	E7	E8
Implies knowledge of the skills of a typical dancer in the dance genre / style OR the status of dancers within the genre / style and in relation to other members of society, though this is not explicit or not in the candidate's own words.		Demonstrates knowledge of the skills of a typical dancer in the dance genre / style AND the status of dancers (AND the reasons why dancers hold this status).		Demonstrates in-depth knowledge of the skills of a typical dancer in the dance genre / style AND the status of dancers, OR the reasons why dancers hold this status and how the dancers' status could change. The response shows breadth / range (ie a number of features) OR depth of knowledge.		Demonstrates comprehensive knowledge of the skills of a typical dancer in the dance genre / style AND the status of dancers, AND the reasons why dancers hold this status and how the dancers' status could change. The response shows breadth / range (ie a number of features) AND depth of knowledge.	
Identifies , through sketching and / or describing: <ul style="list-style-type: none"> the skills of a typical dancer in the dance genre / style OR <ul style="list-style-type: none"> the status of dancers within the genre / style OR within society. 	Briefly describes: <ul style="list-style-type: none"> the skills of a typical dancer in the dance genre / style OR <ul style="list-style-type: none"> the status of dancers within the genre / style OR within society. 	Describes: <ul style="list-style-type: none"> the skills of a typical dancer in the dance genre / style AND <ul style="list-style-type: none"> the status of dancers within the genre / style AND within society. May explain why the dancer holds this status.	Describes clearly: <ul style="list-style-type: none"> the skills of a typical dancer in the dance genre / style AND <ul style="list-style-type: none"> the status of dancers within the genre / style AND within society. May explain clearly why the dancer holds this status.	Describes in some detail: <ul style="list-style-type: none"> the skills of a typical dancer in the dance genre / style AND <ul style="list-style-type: none"> the status of dancers within the genre / style AND within society OR Explains in some detail the reasons dancers hold this status, and how this status could change.	Describes in detail: <ul style="list-style-type: none"> the skills of a typical dancer in the dance genre / style AND <ul style="list-style-type: none"> the status of dancers within the genre / style AND within society OR Explains clearly and in some detail the reasons dancers hold this status, and how this status could change.	Describes in detail: <ul style="list-style-type: none"> the skills of a typical dancer in the dance genre / style AND <ul style="list-style-type: none"> the status of dancers within the genre / style AND within society OR Explains in detail the reasons dancers hold this status, and how this status could change.	Describes in comprehensive detail: <ul style="list-style-type: none"> the skills of a typical dancer in the dance genre / style AND <ul style="list-style-type: none"> the status of dancers within the genre / style AND within society OR Explains logically and thoroughly the reasons dancers hold this status, and how this status could change.
		Supports the response with a brief or general example , which demonstrates knowledge of the skills of a typical dancer in the genre / style.	Supports the response with an example , which demonstrate knowledge of the skills of a typical dancer in the genre / style.	Illustrates the response with a specific example , which includes some detail.	Illustrates the response with a specific example , which include some detail.	Clearly illustrates the response with a specific and detailed example , showing the reasons that dancers hold this status, and how it could change.	Clearly illustrates the response with specific and detailed examples , showing the reasons that dancers hold this status, and how it could change.

N0 = No response; no relevant evidence.

Judgement Statement

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