

Assessment Schedule – 2014

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

Evidence Statement

Question	Evidence
ONE	A typical dancer
(a)	Describes a typical dancer from a particular time and place.
(b)	Explains the reasons why the genre or style is performed by the dancer described.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to identify some aspects of the appearance of a dancer in the genre / style at a particular time.</p>	<p>Identifies some aspects of the appearance of a dancer in the genre / style at a particular time.</p>	<p>Describes a typical dancer in the genre / style for a relevant context.</p> <p>Identifies a reason why the genre or style is performed by the dancer described.</p>	<p>Describes, in detail, a typical dancer in the genre / style for a relevant context.</p> <p>Identifies reasons why the genre or style is performed by the dancer described.</p>	<p>Explains the relationship between the appearance of the typical dancer and the reasons that they engage(d) in the dance genre / style.</p> <p>Includes some supporting evidence related to the appearance OR the context.</p>	<p>Explains, in detail, the relationship between the appearance of the typical dancer and the reasons that they engage(d) in the dance genre / style.</p> <p>Includes supporting evidence related to the appearance OR the context.</p>	<p>Explains, in detail, with some perceptiveness, the relationship between the appearance of the typical dancer and the reasons that they engage(d) in the dance genre / style.</p> <p>Includes detailed supporting evidence related to the appearance AND the context.</p>	<p>Explains, in perceptive and comprehensive detail, the relationship between the appearance of the typical dancer and the reasons that they engage(d) in the dance genre / style.</p> <p>Includes detailed and perceptive supporting evidence related to the appearance AND the context.</p>

N0 = No response; no relevant evidence.

Question	Evidence
TWO	A movement, and the purposes of the dance
(a)	Describes a typical movement from a particular time and place.
(b)	Explains how this movement reflects and / or supports the reasons why people perform the dance genre or style.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to identify some aspects of a typical movement in the dance genre / style at a particular time.</p>	<p>Identifies some aspects of a typical movement in the dance genre / style at a particular time.</p>	<p>Describes a typical movement in the dance genre / style for a relevant context.</p> <p>Identifies a link between the movement and a reason why people participate in the dance genre / style.</p>	<p>Describes, in detail, a typical movement in the dance genre / style for a relevant context.</p> <p>Identifies links between the movement and a reason why people participate in the dance genre / style.</p>	<p>Explains some ways that the movement reflects and / or supports the reasons that people participate in the dance genre / style.</p> <p>Includes some supporting evidence related to the movement OR the context.</p>	<p>Explains, in detail, how the movement reflects and / or supports the reasons that people participate in the dance genre / style.</p> <p>Includes supporting evidence related to the movement OR the context.</p>	<p>Explains, in detail, with some perceptiveness, how the movement reflects and / or supports the reasons that people participate in the dance genre / style.</p> <p>Includes detailed supporting evidence related to the movement AND the context.</p>	<p>Explains, in perceptive and comprehensive detail, how the movement reflects and / or supports the reasons that people participate in the dance genre / style.</p> <p>Includes detailed and perceptive supporting evidence related to the movement AND the context.</p>

N0 = No response; no relevant evidence.

Question	Evidence
THREE	Skills, and how they are learned
(a)	(i) Describes an important skill that should be learned by a beginning dancer. (ii) Describes an important skill that a more experienced (or expert) dancer might be expected to learn.
(b)	Explains how someone would become an expert in the dance genre or style.

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to identify a beginning skill AND an expert skill.	Identifies a beginning skill AND an expert skill.	Describes some aspects of a beginning skill AND an expert skill <i>OR</i> Describes a beginning skill OR an expert skill <i>OR</i> Identifies a way that a <u>skill</u> is / was learned.	Describes, in detail, a beginning skill AND an expert skill. Identifies the way(s) that the <u>dance genre</u> is / was learned.	Explains how a dancer would learn <u>expert skills</u> in the dance genre or style. Includes some supporting evidence related to the skill(s) OR how expertise would be gained.	Explains, in detail, how a dancer would learn <u>expert skills</u> in the dance genre or style. Includes supporting evidence related to the skill(s) OR how expertise would be gained.	Explains, in detail, with some perceptiveness, how a dancer would learn <u>expert skills</u> in the dance genre or style. Includes detailed supporting evidence related to the skill(s) AND how expertise would be gained.	Explains, in perceptive and comprehensive detail, how a dancer would learn <u>expert skills</u> in the dance genre or style. Includes detailed and perceptive supporting evidence related to the skill(s) AND how expertise would be gained.

N0 = No response; no relevant evidence.

Question	Evidence
FOUR	The effect of power in society
(a)	Describes how the lives of people who danced at this time were affected by those who had power.
(b)	Explain how this situation affected the development of the dance genre or style.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to identify an aspect of the lives of dancers in the genre / style at a particular time.</p>	<p>Identifies aspects of the lives of dancers in the genre / style at a particular time.</p>	<p>Describes important aspects of the lives of dancers in the dance genre / style for a relevant context.</p> <p>Makes a link between the dance genre / style and / or those in power and / or the dancers' lives.</p>	<p>Describes important aspects of the lives of dancers in the dance genre / style for a relevant context.</p> <p>Identifies the way(s) that the development of the dance genre / style was affected by those in power and / or the dancers' lives.</p>	<p>Explains how the development of the dance genre / style was affected by those in power and / or the dancers' lives.</p> <p>Includes some supporting evidence related to the societal context OR the development of the dance.</p>	<p>Explains, in detail, how the development of the dance genre / style was affected by those in power and / or the dancers' lives.</p> <p>Includes supporting evidence related to the societal context OR the development of the dance.</p>	<p>Explains, in detail, with some perceptiveness, how the development of the dance genre / style was affected by those in power and / or the dancers' lives.</p> <p>Includes detailed supporting evidence related to the societal context AND the development of the dance.</p>	<p>Explains, in perceptive and comprehensive detail, how the development of the dance genre / style was affected by those in power and / or the dancers' lives.</p> <p>Includes detailed and perceptive supporting evidence related to the societal context AND the development of the dance.</p>

N0 = No response; no relevant evidence.

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 6	7 – 12	13 – 18	19 – 24