

Assessment Schedule – 2015

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstration of knowledge</i> involves using descriptions (written and / or sketched) to show knowledge of features and / or the background of the genre or style.</p>	<p><i>Demonstration of in-depth knowledge</i> typically involves using detailed descriptions (written and / or sketched) to show knowledge of a number of aspects of features and / or background of the genre or style.</p>	<p><i>Demonstration of comprehensive knowledge</i> typically involves using detailed and thorough explanations to show knowledge of the connection between features, or between a feature and the background or context of the genre or style.</p>

Evidence

Question	Evidence
ONE	The influence of the setting or environment
(a)	Describes the setting or environment of the dance genre or style at a specified time.
(b)	Explains how the setting or environment has influenced the selected feature of the genre or style.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies some features of the setting or environment of the dance genre or style at a specified time.</p>	<p>Briefly describes the setting or environment of the dance genre or style at a specified time.</p>	<p>Describes the setting or environment of the dance genre or style at a specified time.</p> <p>Supports the response with a brief or general example that demonstrates knowledge of the setting / environment or the feature described.</p>	<p>Describes clearly the setting or environment of the dance genre or style at a specified time.</p> <p>Supports the response with an example that demonstrates knowledge of the setting / environment or the feature described.</p>	<p>Describes in some detail the setting or environment of the dance genre or style at a specified time</p> <p>OR</p> <p>Describes in some detail the selected feature of the genre or style.</p> <p>Illustrates the response with a specific example including some detail, either written or sketched, that demonstrates knowledge of the setting / environment or the feature described.</p>	<p>Describes in detail the setting or environment of the dance genre or style at a specified time</p> <p>OR</p> <p>Describes in detail the selected feature of the genre or style.</p> <p>Illustrates the response with specific examples including some detail, either written or sketched, that demonstrate knowledge of the setting / environment or the feature described.</p>	<p>Explains clearly and in detail how the setting or environment has influenced the selected feature of the genre or style.</p> <p>Clearly illustrates the response with a specific and detailed example, either written or sketched, that makes connections between the setting / environment and the feature.</p>	<p>Explains logically and thoroughly how the setting or environment has influenced the selected feature of the genre or style.</p> <p>Clearly illustrates the response with specific and detailed examples, either written or sketched, that make connections between the setting / environment and the feature.</p>

N0 = No response; no relevant evidence.

Question	Evidence
TWO	Participation and movement
(a)	(i) Gives TWO important reasons that people participate in the dance genre or style. (ii) Describes, by sketching, a typical movement that reflects each reason people participate in the genre or style.
(b)	Explains how the movements relate to the reasons people participate in the genre or style.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies a reason that people participate in the dance genre or style</p> <p><i>OR</i></p> <p>Identifies a typical movement that reflects one reason people participate in the genre or style.</p>	<p>Briefly describes a reason that people participate in the dance genre or style</p> <p><i>OR</i></p> <p>Briefly describes a movement that reflects one reason people participate in the genre or style.</p>	<p>Describes at least one reason that people participate in the dance genre or style.</p> <p>Describes a typical movement that reflects the reason(s) people participate in the genre or style.</p> <p>Supports the response with a brief or general example that demonstrates knowledge of the reasons for participation, or a related movement.</p>	<p>Describes clearly at least one reason that people participate in the dance genre or style.</p> <p>Describes clearly a typical movement that reflects the reason(s) people participate in the genre or style.</p> <p>Supports the response with an example that demonstrates knowledge of the reasons for participation, or a related movement.</p>	<p>Describes in some detail at least one reason that people participate in the dance genre or style.</p> <p>Describes in some detail a typical movement that reflects the reason(s) people participate in the genre or style.</p> <p>Illustrates the response with a specific example including some detail, either written or sketched, that demonstrates knowledge of the reasons for participation, or a related movement.</p>	<p>Describes in detail at least one reason that people participate in the dance genre or style.</p> <p>Describes in detail a typical movement that reflects the reason(s) people participate in the genre or style.</p> <p>Illustrates the response with specific examples including some detail, either written or sketched, that demonstrate knowledge of the reasons for participation, or a related movement.</p>	<p>Explains clearly and in detail how the movements reflect the reasons for participation.</p> <p>Clearly illustrates the response with a specific and detailed example, either written or sketched, that makes connections between the movement and the reason people participate.</p>	<p>Explains logically and thoroughly how the movements reflect the reasons for participation.</p> <p>Clearly illustrates the response with specific and detailed examples, either written or sketched, that make connections between the movement and the reason people participate.</p>

N0 = No response; no relevant evidence.

Question	Evidence
THREE	The choreography or performance of an important person or group
(a)	(i) Describes, by sketching, the way TWO body parts are typically used in the performances or choreography of an important person or group. (ii) Describes typical features of the performance or choreography by the person or group.
(b)	Explains the impact this person or group has made on the genre or style through their performance or choreography, or through any other contribution.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies the way a body part is typically used in the performances or choreography of an important person or group</p> <p>OR</p> <p>Identifies a typical feature of the performance or choreography by the person or group.</p>	<p>Briefly describes the way a body part is typically used in the performances or choreography of an important person or group</p> <p>OR</p> <p>Briefly describes a typical movement or feature of the performance or choreography by the person or group.</p>	<p>Describes the way at least one body part is typically used in the performances or choreography of an important person or group.</p> <p>Describes at least one typical feature of the performance or choreography by the person or group.</p> <p>Supports the response with a brief or general example that demonstrates knowledge of the movement, features of performance, choreography, or contribution of the person or group to the genre or style.</p>	<p>Describes clearly the way at least one body part is typically used in the performances or choreography of an important person or group.</p> <p>Describes clearly at least one typical feature of the performance or choreography by the person or group.</p> <p>Supports the response with an example that demonstrates knowledge of the movement, features of performance, choreography, or contribution of the person or group to the genre or style.</p>	<p>Describes in some detail the way at least one body part is typically used in the performances or choreography of an important person or group.</p> <p>Describes in some detail at least one typical feature of the performance or choreography by the person or group.</p> <p>Illustrates the response with a specific example including some detail, either written or sketched, that demonstrates knowledge of the movement, features of performance, choreography, or contribution of the person or group to the genre or style.</p>	<p>Describes in detail the way at least one body part is typically used in the performances or choreography of an important person or group.</p> <p>Describes in detail at least one typical feature of the performance or choreography by the person or group.</p> <p>Illustrates the response with specific examples including some detail, either written or sketched, that demonstrate knowledge of the movement, features of performance, choreography, or contribution of the person or group to the genre or style.</p>	<p>Explains clearly and in detail the impact the person or group has made on the dance genre or style.</p> <p>Clearly illustrates the response with a specific and detailed example, either written or sketched, that makes connections between the movement or features and the contribution of the person or group to the dance genre or style.</p>	<p>Explains logically and thoroughly the impact the person or group has made on the dance genre or style.</p> <p>Clearly illustrates the response with specific and detailed examples, either written or sketched, that make connections between the movement or features and the contribution of the person or group to the dance genre or style.</p>

N0 = No response; no relevant evidence.

Question	Evidence
FOUR	Important skills, and the origin of the dance
(a)	(i) Describes how TWO skills are used by dancers of the genre or style. (ii) Describes, by sketching, TWO specific shapes or movements from the genre or style that require the use of some of these skills.
(b)	Explains why the skills were important at the time the genre or style began.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies a skill that was important when the genre or style began</p> <p><i>OR</i></p> <p>Identifies some features of a shape or movement that show the use of an important skill in the dance genre or style.</p>	<p>Briefly describes how a skill is used by dancers of the genre or style</p> <p><i>OR</i></p> <p>Briefly describes a shape or movement that shows the use of an important skill in the dance genre or style.</p>	<p>Describes how at least one skill is used by dancers of the genre or style.</p> <p>Describes at least one specific shape or movement from the genre or style that require the use of the skill(s).</p> <p>Supports the response with a brief or general example that demonstrates knowledge of skills that are important in the dance genre or style.</p>	<p>Describes clearly how at least one skill is used by dancers of the genre or style.</p> <p>Describes clearly at least one specific shape or movement from the genre or style that require the use of the skill(s).</p> <p>Supports the response with an example that demonstrates knowledge of skills that are important in the dance genre or style.</p>	<p>Describes in some detail how at least one skill is used by dancers of the genre or style.</p> <p>Describes in some detail at least one shape or movement from the genre or style that require the use of the skill(s).</p> <p>Illustrates the response with a specific example including some detail, either written or sketched, that demonstrates knowledge of skills that are important in the dance genre or style.</p>	<p>Describes in detail how at least one skill is used by dancers of the genre or style.</p> <p>Describes in detail at least one specific shape or movement from the genre or style that require the use of the skill(s).</p> <p>Illustrates the response with specific examples including some detail, either written or sketched, that demonstrate knowledge of skills that are important in the dance genre or style.</p>	<p>Explains clearly and in detail why the skills were important at the time the genre or style began.</p> <p>Clearly illustrates the response with a specific and detailed example, either written or sketched, that makes connections between the skills and the origins of the genre or style.</p>	<p>Explains logically and thoroughly why the skills were important at the time the genre or style began.</p> <p>Clearly illustrates the response with specific and detailed examples, either written or sketched, that make connections between the skills and the origins of the genre or style.</p>

N0 = No response; no relevant evidence.

Cut Scores

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