

## Assessment Schedule – 2015

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

#### Evidence

Question	Evidence
<b>ONE</b>	<b>The influence of social conditions</b>
(a)	Describes the social conditions that influenced the genre or style at a particular time and / or place
(b)	Explains how these social conditions influenced where AND how the genre or style was performed.

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Attempts to identify</b> some aspects of the social conditions which influenced the genre / style at a particular time and / or place.</p>	<p><b>Identifies</b> some aspects of the social conditions which influenced the genre / style at a particular time and / or place.</p>	<p><b>Describes</b> some aspects of the social conditions which influenced the genre / style at a particular time and / or place.</p> <p><b>Makes a link</b> between the social conditions and where and / or how the dance was performed.</p>	<p><b>Describes, in detail,</b> some aspects of the social conditions which influenced the genre / style at a particular time and / or place.</p> <p><b>Makes links</b> between the social conditions and where and / or how the dance was performed.</p>	<p><b>Explains</b> the relationship between the social conditions and where and / or how the dance was performed.</p> <p>Includes <b>some supporting evidence</b> related to the social conditions, OR to where OR how the dance was performed.</p>	<p><b>Explains, in detail,</b> the relationship between the social conditions and where and / or how the dance was performed.</p> <p>Includes <b>supporting evidence</b> related to the social conditions, OR to where OR how the dance was performed.</p>	<p><b>Explains, in detail, with some perceptiveness,</b> the significance of the relationship between the social conditions and where and / or how the dance was performed.</p> <p>Includes <b>detailed supporting evidence</b> related to the social conditions, AND to where AND how the dance was performed.</p>	<p><b>Explains, in perceptive and comprehensive detail,</b> the significance of the relationship between the social conditions and where and / or how the dance was performed.</p> <p>Includes <b>detailed and perceptive supporting evidence</b> related to the social conditions, AND to where AND how the dance was performed.</p>

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

Question	Evidence
<b>TWO</b>	<b>Sound and movement</b>
(a)	Describes the sound(s) typically heard in the genre or style at a particular time and / or place.
(b)	Explains how this use of sound supported the movement in the genre or style at the time or place identified.

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Attempts to identify</b> some aspects of the sound typically heard in the genre / style.</p>	<p><b>Identifies</b> some aspects of the sound typically heard in the genre / style.</p>	<p><b>Describes</b> the sound typically heard in the genre / style at a specified time and / or place.</p> <p><b>Makes a link</b> between a movement and the use of sound.</p>	<p><b>Describes, in detail,</b> the sound typically heard in the genre / style at a specified time and / or place.</p> <p><b>Makes links</b> between a movement and the use of sound.</p>	<p><b>Explains</b> how the use of sound supports the movement in the genre / style.</p> <p>Includes <b>some supporting evidence</b> related to the sound AND / OR the movement.</p>	<p><b>Explains, in detail,</b> how the use of sound supports the movement in the genre / style.</p> <p>Includes <b>supporting evidence</b> related to the sound AND / OR movement.</p>	<p><b>Explains, in detail, with some perceptiveness,</b> the significance of the use of sound in supporting the movement in the genre / style at the time or place identified.</p> <p>Includes <b>detailed supporting evidence</b> related to the sound AND the movement.</p>	<p><b>Explains, in perceptive and comprehensive detail,</b> the significance of the use of sound in supporting the movement in the genre / style at the time or place identified.</p> <p>Includes <b>detailed and perceptive supporting evidence</b> related to the sound AND the movement.</p>

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

Question	Evidence
<b>THREE</b>	<b>Changes made by an individual or group</b>
(a)	Describes the change(s) made to the genre or style by a particular individual or group.
(b)	Explains how these change(s) have been important to the genre or style, or to the wider community.

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Attempts to identify</b> a change to the genre / style made by an individual or group.</p>	<p><b>Identifies</b> a change to the genre / style made by an individual or group.</p>	<p><b>Describes</b> change(s) that an individual or group that has made to the genre / style.</p> <p><b>Identifies</b> a reason that change(s) are important to the genre / style, or to the wider community.</p>	<p><b>Describes, in detail,</b> change(s) that an individual or group has made to the genre / style.</p> <p><b>Identifies</b> reasons that change(s) are important to the genre / style, or to the wider community.</p>	<p><b>Explains</b> how the change(s) are important to the genre / style, or to the wider community.</p> <p>Includes <b>some supporting evidence</b> related to the change(s) made by the individual or group.</p>	<p><b>Explains, in detail,</b> how the change(s) are important to the genre / style, or to the wider community.</p> <p>Includes <b>supporting evidence</b> related to the change(s) made by the individual or group.</p>	<p><b>Explains, in detail, with some perceptiveness,</b> the significance of the change(s) to the genre / style, or to the wider community.</p> <p>Includes <b>detailed supporting evidence</b> related to the change(s) made by the individual or group.</p>	<p><b>Explains, in perceptive and comprehensive detail,</b> the significance of the change(s) to the genre / style, or to the wider community.</p> <p>Includes <b>detailed and perceptive supporting evidence</b> related to the change(s) made by the individual or group.</p>

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

Question	Evidence
<b>FOUR</b>	<b>A feature, and the purposes of the dance</b>
(a)	Describes the particular purpose(s) of the dance genre or style at a particular time and / or place.
(b)	Explains how a particular feature of the genre or style supports the purpose(s) described.

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to identify a purpose of the genre / style.	Identifies a purpose of the genre / style.	Describes the purpose(s) of the genre / style at a specified time and / or place.  <b>Makes a link</b> between a feature and the purpose(s) of the genre / style.	Describes, in detail, the purpose(s) of the genre / style at a specified time and / or place.  <b>Makes links</b> between a feature and the purpose(s) of the genre / style.	Explains how a feature supports the purpose(s) of the genre / style.  Includes <b>some supporting evidence</b> related to the purposes AND / OR the feature.	Explains, in detail, how a feature supports the purpose(s) of the genre / style.  Includes <b>supporting evidence</b> related to the purposes AND / OR the feature.	Explains, in detail, <b>with some perceptiveness</b> , the significance of the feature to the purpose(s) of the genre / style at the time and place identified.  Includes <b>detailed supporting evidence</b> related to the purposes AND the feature.	Explains, in <b>perceptive and comprehensive detail</b> , the significance of the feature to the purpose(s) of the genre / style at the time and place identified.  Includes <b>detailed and perceptive supporting evidence</b> related to the purposes AND the feature.

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

### Cut Scores

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