

**Assessment Schedule – 2016****Dance: Demonstrate understanding of a dance genre or style in context (91212)****Evidence**

Question	Evidence
<b>ONE</b>	<b>The influence of social conditions or events</b>
(a)	Describes the social conditions or important event(s) that influenced the dance style or genre at a specified time and place.
(b)	Explains how and why the social conditions or important event(s) influenced the genre or style.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Attempts to identify</b> aspects of the social conditions or event(s) that influenced the genre / style at a particular time and / or place.	<b>Identifies</b> aspects of the social conditions or event(s) that influenced the genre / style at a particular time and / or place.	<b>Describes</b> aspects of the social conditions or event(s) that influenced the genre / style at a particular time and / or place.  <b>Makes a link</b> between the conditions / event(s) and an aspect of the genre or style.	<b>Describes, in detail,</b> aspects of the social conditions or event(s) that influenced the genre / style at a particular time and / or place.  <b>Makes links</b> between the conditions / event(s) and an aspect of the genre or style.	<b>Explains the relationship</b> between the conditions / event(s) and aspects of the genre or style.  Includes <b>some evidence</b> in support of the explanation.	<b>Explains, in detail, the relationship</b> between the conditions / event(s) and aspects of the genre or style.  Includes <b>evidence</b> in support of the explanation.	<b>Explains, in detail, with some perceptiveness, the significance of the relationship</b> between the conditions / event(s) and aspects of the genre or style.  Includes <b>detailed evidence</b> in support of the explanation.	<b>Explains, in perceptive and comprehensive detail, the significance of the relationship</b> between the conditions / event(s) and aspects of the genre or style.  Includes <b>detailed and perceptive evidence</b> in support of the explanation.

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

Question	Evidence
<b>TWO</b>	<b>Typical shapes or movements</b>
(a)	Describes two shapes or movements that are typical of the dance genre or style.
(b)	Explains how and why these shapes or movements have become part of the genre or style.

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to identify a shape / movement that is typical of the dance genre or style.	Identifies a shape / movement that is typical of the dance genre or style.	Describes at least ONE shape / movement that is typical of the dance genre or style.  <b>Makes a link</b> between a shape / movement and a reason it has become part of the genre or style.	Describes, in detail, TWO shapes / movements that are typical of the dance genre or style.  <b>Makes links</b> between the shapes / movements and reasons they have become part of the genre or style.	Explains the <b>relationship</b> between the shapes / movements and reasons they have become part of the genre or style.  Includes <b>some evidence</b> in support of the explanation.	Explains, in detail, the <b>relationship</b> between the shapes / movements and reasons they have become part of the genre or style.  Includes <b>evidence</b> in support of the explanation.	Explains, in detail, <b>with some perceptiveness, the significance of the relationship</b> between the shapes / movements and reasons they have become part of the genre or style.  Includes <b>detailed evidence</b> in support of the explanation.	Explains, in <b>perceptive and comprehensive detail, the significance of the relationship</b> between the shapes / movements and reasons they have become part of the genre or style.  Includes <b>detailed and perceptive evidence</b> in support of the explanation.

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

Question	Evidence
<b>THREE</b>	<b>The importance of a design element</b>
(a)	Describes ways that the chosen design element would have been seen and / or heard in the dance at a specified time and / or place.
(b)	Explains how and why the design element was – or is – important in the genre or style at this time and / or place.

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Attempts to identify</b> aspects of the design element that would be seen or heard in the dance genre / style at a particular time and / or place.</p>	<p><b>Identifies</b> aspects of the design element that would be seen or heard in the dance genre / style at a particular time and / or place.</p>	<p><b>Describes</b> ways that the design element would be seen or heard in the dance genre / style at a particular time and / or place.</p> <p><b>Makes a link</b> between the use of the design element and its influence on aspects of the dance genre / style.</p>	<p><b>Describes, in detail,</b> ways that the design element would be seen or heard in the dance genre / style at a particular time and / or place.</p> <p><b>Makes links</b> between the use of the design element and its influence on aspects of the dance genre / style.</p>	<p><b>Explains the relationship</b> between the use of the design element and its influence on aspects of the dance genre / style at this time and / or place.</p> <p>Includes <b>some evidence</b> in support of the explanation.</p>	<p><b>Explains, in detail, the relationship</b> between the use of the design element and its influence on aspects of the dance genre / style at this time and / or place.</p> <p>Includes <b>evidence</b> in support of the explanation.</p>	<p><b>Explains, in detail, with some perceptiveness, the significance of the relationship</b> between the use of the design element and its influence on aspects of the dance genre / style at this time and / or place.</p> <p>Includes <b>detailed evidence</b> in support of the explanation.</p>	<p><b>Explains, in perceptive and comprehensive detail, the significance of the relationship</b> between the use of the design element and its influence on aspects of the dance genre / style at this time and / or place.</p> <p>Includes <b>detailed and perceptive evidence</b> in support of the explanation.</p>

**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