

Assessment Schedule – 2024

Dance: Demonstrate understanding of the elements of dance in a dance sequence (91939)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrate understanding of the elements of dance in a dance sequence</i> involves:</p> <ul style="list-style-type: none"> describing the dance elements in a dance sequence describing the purpose of a dance sequence. 	<p><i>Explain the elements of dance in a dance sequence</i> involves:</p> <ul style="list-style-type: none"> explaining the effects of the dance elements in a dance sequence explaining the connections between the dance elements and the purpose of a dance sequence. 	<p><i>Evaluate the elements of dance in a dance sequence</i> involves:</p> <ul style="list-style-type: none"> discussing the impact of the dance elements in a dance sequence reflecting on the use of the dance elements to communicate the purpose of a dance sequence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–2	3–4	5–6	7–8

Notes:

For Achievement grades, candidates are required to **describe how** the dance elements are seen within the sequence and identify the purpose of the dance.

For Merit grades, candidates are required to **explain how** the components of dance elements are seen within the sequence, and how this connects to the purpose of the dance.

For Excellence grades, candidates are required to **discuss why** the dance elements were used in this way to communicate the purpose of the dance sequence.

N1	N2	A3	A4	M5	M6	E7	E8
	<p>Attempts to describe the dance elements, or components of the dance elements, seen in the dance sequence. Insecure understanding may be indicated by inappropriate use of dance elements vocabulary.</p> <p>OR</p> <p>Attempts to identify the purpose of the dance sequence, with limited evidence of understanding.</p>	<p>Demonstrates understanding of dance elements, or components of dance elements, evidenced with a combination of some of:</p> <ul style="list-style-type: none"> • appropriate definitions of dance elements • examples of dance elements from a sequence • describing how elements are seen or used in a sequence • appropriate use of elements vocabulary • applying elements in a sequence. <p>AND</p> <p>Identifies and describes, perhaps in general terms, the purpose of the dance sequence.</p>	<p>Clearly demonstrates understanding of dance elements, or components of dance elements, evidenced with a combination of:</p> <ul style="list-style-type: none"> • clear definitions of dance elements • examples of dance elements from a sequence • clearly describing, perhaps in detail, how elements are seen or used in a sequence • applying elements in a sequence. <p>AND</p> <p>Clearly describes, perhaps in some detail, the purpose of the dance sequence.</p> <p>May imply or briefly describe connection(s) between the dance element(s) and the purpose of the dance sequence.</p>	<p>Explains connections between (components of) dance elements and the purpose of the sequence.</p> <p>OR</p> <p>Briefly explains the effect(s) of the (components of) dance elements in the sequence.</p> <p>OR</p> <p>Explains, in some detail, how components of the dance elements are combined together.</p> <p>The explanation has some depth or breadth.</p>	<p>Explains, in some detail, connections between (components of) dance elements and the purpose of the sequence.</p> <p>AND / OR</p> <p>Clearly explains the effect(s) of the (components of) dance elements in the sequence.</p> <p>AND / OR</p> <p>Explains, in detail, how components of dance elements are combined together, and identifies an effect.</p> <p>The explanation has depth or breadth.</p>	<p>Discusses, insightfully, how components of dance elements contribute to the purpose(s) of, or impact in, the dance sequence.</p> <p><i>For example:</i></p> <p>The candidate illustrates the value of a dance element (or combination of components) with specific examples and reasons. The discussion considers ideas, elements, and factors related to the central focus of the discussion, to provide a broad picture of inter-relationships between specific elements and idea(s), effect(s), or purpose(s). Reflection may consider how effective the use of elements was in realising the purpose of the sequence.</p> <p>The discussion has depth and breadth, specificity, and context.</p>	<p>Discusses, insightfully and thoroughly, how components of dance elements contribute to the purpose(s) of, and impact in, the dance sequence.</p> <p><i>For example:</i></p> <p>The candidate illustrates the value of a dance element (or combination of components) in a sequence with judicious examples and detailed reasons which show insightful understanding of the elements of dance. The discussion considers ideas, elements, and factors related to the central focus of the discussion, to provide a broad picture of inter-relationships between specific elements and idea(s), effect(s), or purpose(s). Reflection may consider how effective the use of elements was in realising the purpose of the sequence.</p> <p>The discussion has depth and breadth, specificity, and context.</p>

N0 = No response; no relevant evidence.

N1	N2	A3	A4	M5	M6	E7	E8
	<p><i>For example:</i></p> <p>'Level' is used in this image, because although we are lowered to the floor, we are lowered on different levels while doing the same movement.</p> <p>When we use the element 'Space', I'm travelling with my group to get through the other dancers to our positions. My whole dance class are using the whole space of the stage.</p> <p>We used the dance element of 'Energy' during the chorus.</p> <p>When I'm getting into our formation, there's a pause, then I quickly stomp my right foot and bend my knees, then there's another smaller pause before I swiftly pick up the balls of my feet and place them down quickly, picking up my heels and placing them down, going towards the right.</p>	<p><i>For example:</i></p> <p>The response defines a floor pathway as 'a map of where the dancer travels on the floor, like you have stepped in paint'; they use the term 'floor pathway' to describe one seen in the sequence such as travelling in a diagonal line while walking backwards and clapping.</p>	<p><i>For example:</i></p> <p>The response accurately defines a floor pathway; they may contrast it with a definition of an air pathway (though this may indicate higher levels of understanding); they may state pathways are part of the 'Space' group of elements and identify the other components in the 'Space' group; they describe a floor pathway from the sequence, such as travelling diagonally across the stage, from upstage left to downstage right, while walking backwards and clapping; they may identify that floor pathways use locomotor movement.</p>	<p><i>For example, the candidate may:</i></p> <ul style="list-style-type: none"> • link an element(s) and idea in a linear way to make known the cause (dance element) and its effect(s) • explain in detail how several components of the dance elements combine, and identify an effect. <p><i>For example:</i></p> <p>The response may show some in-depth understanding of dance elements by:</p> <ul style="list-style-type: none"> • linking a components(s) and idea from the purpose in a linear way to show cause and effect • explaining how components of the dance elements work together • applying components with variety. 	<p>For example, the candidate may:</p> <ul style="list-style-type: none"> • link an element(s) and idea to make known the cause (dance element) and its effect(s) • explain in detail how several components of the dance elements combine to create an effect. <p><i>For example:</i></p> <p>The response may show in-depth understanding of dance elements by:</p> <ul style="list-style-type: none"> • linking components and an idea from the purpose in a linear way, with some detail to show cause and effect • explaining in detail how several components of the dance elements work together, and identifying an effect(s) • applying components with variety to contribute to the idea or purpose. 	<p><i>For example:</i></p> <p>There is a clear, sequenced explanation of how components of elements work together to contribute to (or realise) effect. The discussion focuses in detail on key moments, and considers components, elements, ideas, or factors related to the central point, to provide a broad and detailed picture. The value of components in the sequence is illustrated with specific examples and reasons that show insightful understanding of the elements of dance. Components of elements are applied with wide variation to realise the purpose of the sequence.</p>	<p><i>For example:</i></p> <p>There is a clear and detailed explanation of how components of elements work together to contribute to (or realise) effect. The discussion focuses in detail on key moments, and considers components, elements, ideas, or factors related to the central point, to provide a broad and detailed picture. The value of components in the sequence is illustrated with judicious examples and detailed reasons that show insightful understanding of the elements of dance.</p>

Appendix: Authenticity of candidate work

To assess whether a candidate's evidence is genuine, the marker uses their professional judgement, considering all the evidence provided. Where the marker believes there is a possibility the work is inauthentic, they must raise a 'malpractice exception', flagging the issue for further review.

Evidence might be considered inauthentic if:

- large portions of the text are identical to other candidates' work
- the evidence does not match the assessment prompt or task
- the response shows evidence of someone else's input other than the candidate's (e.g., teacher feedback)
- the style or voice of the writing is inconsistent with the rest of the candidate's work
- complex pieces of evidence are copied from other sources but are presented as the candidate's own work, or the evidence is deemed significantly unnatural.

Properly referenced, relevant, and integrated information is acceptable. Uncertainty about the authenticity of evidence should be resolved in favour of the candidate.