

Dance 2019 v1.1

Unit 2: Sample assessment instrument

September 2022

Examination — extended response 2

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. demonstrate an understanding of the elements of dance, structure, production elements and dance skills in a selected dance work
2. apply written literacy skills using relevant dance terminology and language conventions to communicate ideas and meaning
4. analyse and interpret elements of dance, structure, production elements and dance skills used in a selected dance work
8. evaluate the selected dance work, justifying the use of elements of dance, structure, production elements and dance skills to communicate stated meaning.

| | | | |
|--|--|----------------------|------------------------------------|
| Subject | Dance | | |
| Technique | Examination — extended response 2 | | |
| Unit | Unit 2: Moving through environments | | |
| Topic | — | | |
| Conditions | | | |
| Time | 2 hours | Planning time | 20 minutes |
| Word length | 800–1000 words | Seen/unseen | Unseen stimulus, unseen question/s |
| Other | <ul style="list-style-type: none"> • Unseen stimulus will be succinct enough to allow students sufficient time to engage with them. • Students will be provided with contextual information during the examination to support understanding of the stimulus. | | |
| Instructions | | | |
| <ul style="list-style-type: none"> • View two excerpts from <i>Break</i> by Shona McCullagh. • Select one question below and respond in 800–1000 words. • Respond in paragraphs consisting of full sentences. • In the planning time, you may make notes but do not start responding to the assessment in the response space/book. Notes made during planning will not be collected, marked or used as evidence of achievement. | | | |
| Task | | | |
| <p>Choose one question from the following:</p> <ul style="list-style-type: none"> • How effectively does McCullagh communicate the concept of a struggling relationship in both excerpts? Justify your position by analysing and interpreting the choreographic devices of contrast and motif used in each excerpt. • Analyse and interpret the manipulation of technology and the elements of dance used in both excerpts. Evaluate and justify how effectively these dance concepts have been used to communicate meaning. | | | |

| Criterion | Marks allocated | Result |
|--|------------------------|---------------|
| Demonstrating an understanding of dance concepts and skills Assessment objective 1 | | |
| Applying literacy skills Assessment objective 2 | | |
| Analysing and interpreting Assessment objective 4 | | |
| Evaluating and justifying Assessment objective 8 | | |
| Total | | |

Stimulus

| Contextual information | |
|-------------------------------|--|
| Title of work | <i>Break</i> |
| Synopsis of the dance work | <p>This dance work focuses on a husband and wife who are struggling to make their relationship work. The wife makes the complicated choice to leave the relationship and, consequently, her son.</p> <ul style="list-style-type: none">• Excerpt 1 (8:03 to 9:32): Partner sequence with female and male set in a forest.• Excerpt 2 (9:33 to 12:15): Female and boy on a country road. |
| Choreographer/Writer/Director | Shona McCullagh |
| Dancers | Ursula Robb (Woman), Thomas Kiwi (Man), Arlo Gibson (Boy) |
| Composer | David Long |

Reference

McCullagh, S 2006, *Break*, Ziln Limited, New Zealand's New Media Network, New Zealand. View *Break* excerpts online (at 8:03 to 9:32 and 9:33 to 12:15) at www.ziln.co.nz/video/589.



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