



Assessment and Reporting in Dance Stage 6

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This document contains the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses in Dance for the Higher School Certificate, and provides details of the HSC examination in this course. From time to time changes are made to HSC assessment and examination requirements. Such changes will be made available through updates to this document. Please note that the version on the Board of Studies website is always the current version.

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Assessment in Stage 6

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Assessment for Learning provides a useful approach for the delivery of the Dance Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals
- know and understand standards and expectations about what is expected and the standards of work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

Reporting achievement at the HSC

The Higher School Certificate credentials received by students are used by the Board to report both the internal and external measures of achievement. Higher School Certificate results in Dance comprise:

- **an assessment mark** derived from the mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examination
- **an HSC mark**, which is the average of the assessment mark and the examination mark
- **a performance band**, determined by the HSC mark.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of

achievement, an HSC mark located on the performance scale, an assessment mark and an examination mark. The course report also shows, graphically, the statewide distribution of HSC marks of all students in the course.

The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to reporting student achievement in the Higher School Certificate. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both the syllabus standards and the performance standards are based on the aims, objectives, outcomes and content of the course. Together they specify what is to be learnt and how well it is to be achieved. Teacher understanding of the standards comes from the aims, objectives, outcomes and content in the syllabus together with:

- the performance descriptions that summarise the different levels of performance
- HSC examination papers and marking guidelines
- samples of students' achievement, collected in the standards packages and published on the Board's Assessment Resource Centre website.

Internal assessment

This section should be read in conjunction with advice on internal assessment in the Board's [Assessment Certification and Examination \(ACE\) Manual](#).

Preliminary course

The suggested components and weightings are designed to give guidance for the school's assessment of student achievement in the Preliminary course. They may be varied to suit school needs.

HSC course

The Board requires schools to submit an assessment mark for each HSC candidate in Dance. The internal assessment mark submitted by the school provides a summation of each student's achievements measured at several points throughout the course. The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The

assessment components and weightings to be applied ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of types of task should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

The standards-referenced approach to assessment for the HSC involves schools ensuring that:

- assessment tasks reflect the weightings and components specified in this document
- tasks are designed to focus on objectives and outcomes
- the types of assessment task are appropriate for the outcomes being assessed
- students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- the assessment criteria for each task are such that higher marks are gained by demonstration of better achievement in relation to the syllabus outcomes
- students know the assessment criteria before they begin a task
- marks earned on individual tasks are expressed on a scale sufficiently wide to reflect the relative differences in student performances.

Students should receive meaningful feedback about what they are able to do, and what they need to do in order to improve their level of performance.

The HSC examination

The external HSC examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting. The external examination and its marking relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

Board requirements for the HSC internal assessment mark

The Board requires that the assessment tasks used to determine the HSC internal assessment mark must comply with the components and weightings specified. The collection of information for the HSC internal assessment mark must not begin before the completion of the Preliminary course.

Schools are required to develop an HSC internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

Note that school-based assessment marks submitted to the Board must NOT include:

- measures of objectives and outcomes that address values and attitudes. (However, as these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements.)
- measures that reflect student conduct.

See the Board's [ACE Manual](#) for further information.

Assessment components and weightings

Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

Component	Weighting
Core Performance	40
Core Composition	20
Core Appreciation	20
Additional	20
	100

HSC course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Component	Weighting
Core Performance	20
Core Composition	20
Core Appreciation	20
Major Study	40
	100

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

Dance HSC examination specifications

The examination will consist of a written paper worth 20 marks, practical examinations worth 40 marks and either an additional written paper or an additional practical examination or an individual project worth 40 marks.

Written Paper – Core Appreciation (20 marks)

Time allowed: 1 hour plus 5 minutes reading time

- There will be two extended response questions.
- Each question will be worth 10 marks.
- Each question will have an expected length of response of around three pages of an examination writing booklet (approximately 400 words).

Practical Examinations (40 marks)

Core Performance (20 marks)

Candidates will present a solo dance of between three and five minutes duration based on Dance Technique. At the conclusion of the performance an interview will take place in which candidates can orally and physically demonstrate their applied knowledge and understanding of performance.

Core Composition (20 marks)

Candidates will choreograph a solo 'Dance' of between three and five minutes duration to be performed by another candidate from the school who is not the choreographer, and submit a 300-word rationale for their composition. Candidates will have the opportunity to elaborate on their rationale and orally and physically demonstrate their applied knowledge and understanding of the compositional process.

Written Paper/Practical Examination/Individual Project (40 marks)

Written Paper – Major Study – Appreciation

This paper should only be attempted by candidates who have nominated Appreciation as their major study.

Time allowed: 1 hour and 15 minutes plus 5 minutes reading time.

- There will be three extended response questions.
- Two extended response questions will each be worth 10 marks with an expected length of response of around three pages of an examination writing booklet (approximately 400 words).

- One extended response question will be worth 20 marks with an expected length of response of around six pages of an examination writing booklet (approximately 800 words).

Practical Examinations

Major Study – Performance

This examination should only be attempted by candidates who have nominated Performance as their major study.

Candidates will present a solo ‘Work’ of between four and six minutes duration which will be different from that presented for the Core Performance. At the conclusion of the performance an interview will take place in which candidates can orally and physically demonstrate their applied knowledge and understanding of performance.

Major Study – Composition

This examination should only be attempted by candidates who have nominated Composition as their major study.

Candidates will choreograph a ‘Work’ of between four and six minutes duration for two to three dancers, and submit a 300-word rationale for their composition. Candidates will have the opportunity to elaborate on their rationale and orally and physically demonstrate their applied knowledge and understanding of the compositional process.

Major Study – Dance and Technology

This project should only be attempted by candidates who have nominated Dance and Technology as their major study. Candidates will be required to choose one option.

Option 1: Choreographing the Virtual Body

Candidates will create and choreograph a ‘Work’ of between four and six minutes duration for two to three dancers using computer-based animation software. Candidates will present the virtual choreography, and submit a 300-word rationale for their project. Candidates will have the opportunity to elaborate on their rationale and orally and physically demonstrate their applied knowledge and understanding of the compositional process.

Option 2: Film and Video

Candidates will create and choreograph a ‘Work’ of between four and six minutes duration for two to three dancers. Candidates will film and edit the ‘Work’, present the filmed and edited choreographed ‘Work’, and submit a 300-word rationale for their project. Candidates will have the opportunity to elaborate on their rationale and orally and physically demonstrate their applied knowledge and understanding of the compositional process.

Summary of external and internal HSC assessment

External examination	Mark	Internal assessment	Weighting
Written examination Core Appreciation	20	Core Performance	20
Core Practical examinations: • Performance • Composition	20	Core Composition	20
	20	Core Appreciation	20
Major Study: one of • Appreciation • Performance • Composition • Dance and Technology	40	Major Study	40
			100
	100		

Resources and advice

Further guidance and advice related to assessment and the HSC examination in Dance can be found on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc.

Requirements for Dance Performance, Composition and Projects

Development of the Dance performances, compositions and projects may commence from the beginning of the HSC course.

Dance practical examinations should be based entirely on material covered in the course work for this subject.

Dance students, and their supervising teachers, will be required to certify that the performances, compositions and choreographed works have been developed in accordance with the rules and procedures described here and in the Board's ACE Manual.

A brief written record of each student's progress throughout the project must be kept by the teacher. This should not be submitted with the project, but may be requested in exceptional circumstances where the examiners require further information. This record should be retained in the school together with assessment records. A Practical Project: Record of Student's Progress pro-forma is available to download from Schools Online.

Core Performance

The student will present a solo 'Dance' of between 3 and 5 minutes duration based on *Dance Technique*.

The examination for Core Performance is conducted in the following sequence:

- performance of the ‘Dance’ (3–5 minutes)
- cool-down (1 minute)
- interview (up to 6 minutes).

After the performance of the dance, an interview will take place between the examiners and the student. In awarding marks for Core Performance, the examiners will take into account the skills and understanding demonstrated by the student both in the performance of the dance and in the interview. In the interview, the student responds to questions asked by the examiners, which provide the student with opportunities to orally and physically demonstrate his/her applied knowledge and understanding of performance.

Marking criteria

Criterion 1: Dance Technique incorporating Safe Dance Practice (12 marks)

The student will be assessed on how well he/she:

- demonstrates Dance Technique applied to the dance performed, and/or during the interview, within the context of the study of dance as an artform.

The student demonstrates skills and understanding of:

- the execution of body skills in the dance performed
- the control of complex locomotor and non-locomotor sequences, relative to strength, flexibility, endurance and coordination
- the application of the elements of dance to the performance of body skills.

- demonstrates Safe Dance Practice applied to the dance performed, and/or during the interview.

The student demonstrates skills and understanding of:

- anatomical structure in relation to execution
- body awareness and limitations
- placement and control of alignment
- body maintenance.

Criterion 2: Performance Quality (8 marks)

The student will be assessed on how well he/she:

- demonstrates Performance Quality applied to the dance performed, and/or during the interview, within the context of the study of dance as an artform.

The student demonstrates skills and understanding of:

- control and manipulation of the elements of dance as they relate to performance
- quality of line
- projection and focus
- commitment and consistency
- kinaesthetic awareness.

Core Composition

The student choreographs a solo 'Dance' of between 3 and 5 minutes duration to be performed by another student from the school who is not the choreographer.

Students are required to submit a 300-word rationale. The rationale will be referred to by markers in the marking process to confirm the intent of the student work.

The examination for Core Composition is conducted in the following sequence:

- rationale is presented to examiners
- reading of the rationale
- student enters the space
- elaboration (up to 6 minutes)
- performer enters the space
- performance of the choreographed solo dance (3–5 minutes).

Before the performance of the solo Composition Dance, a rationale that explains the concept/intent and the process of development of the Core Composition Dance is presented to the examiners. After the examiners have read the rationale, they seek further detail or elaboration about the process of composition in relation to the student's Core Composition Dance. This provides the student with opportunities to orally and physically demonstrate his/her applied knowledge and understanding of the compositional process. In awarding marks for Core Composition, the examiners will take into account the skills and understanding demonstrated by the student in the rationale and the elaboration, and in the performance of the student's composition.

Marking criteria

Criterion 1: The student demonstrates in the dance and rationale the ability to compose movement in a personal style based on a concept/intent which is then organised into phrases within the context of the study of dance as an artform (12 marks)

1a: Generating movement in relation to dance composition based on a concept/intent (4 marks)

The student will be assessed on how well he/she:

- composes movement in a personal style based on the stated concept/intent within the context of dance as an artform.

The student demonstrates skills and understanding of:

- manipulation of the elements of dance (space, time and dynamics)
- personal style
- abstraction.

1b: Organising movement in relation to concept/intent (8 marks)

The student will be assessed on how well he/she:

- organises the motif(s) into phrases relative to the stated concept/intent within the context of dance as an artform.

The candidate demonstrates skills and understanding of the manipulation of space, time and dynamics to:

- establish motif(s)

- manipulate motif(s) to create phrases
- develop phrases to support a concept/intent.

Criterion 2: The candidate demonstrates in the dance and rationale the ability to organise the dance based on a concept/intent within the context of the study of dance as an artform

(8 marks)

The student will be assessed on how well he/she:

- structures the dance in a form relevant to a stated concept/intent, within the context of dance as an artform.

The student demonstrates skills and understanding of:

- form/structure in relation to concept/intent
- organisation of the phrases/sequences/sections in relation to the concept/intent
- unity created through the use of transition, repetition and variation and contrast in relation to the concept/intent.

Major Study – Performance

The student will present a solo ‘Work’ of between 4 and 6 minutes duration.

The ‘Work’ presented should be different from that presented for Core Performance.

The examination for Major Study Performance is conducted in the following sequence:

- performance of the ‘Work’ (4–6 minutes)
- cool-down (2 minutes)
- interview (up to 9 minutes).

After the performance of the Work, an interview will take place between the examiners and the student. In awarding marks for Major Study Performance, the examiners will take into account the skills and understanding demonstrated by the student both in the performance of the Work and in the interview. In the interview, the student responds to questions asked by the examiners, which provide the student with opportunities to orally and physically demonstrate his/her applied knowledge and understanding.

Marking criteria

Criterion 1: Dance Technique incorporating Safe Dance Practice

(20 marks)

The student will be assessed on how well he/she:

- demonstrates dance technique applied to the Work performed and/or during the interview, within the context of the study of dance as an artform;

The student demonstrates skills and understanding of:

- the execution of body skills in the Work performed
- the control of complex locomotor and non-locomotor sequences, relative to strength, flexibility, endurance and coordination
- the application of the elements of dance to the performance of body skills.

- demonstrates Safe Dance Practice applied to the Work performed and/or during the interview.

The student demonstrates skills and understanding of:

- fundamental body mechanics
- anatomical structure in relation to execution
- body awareness and limitations
- placement and control of alignment
- body maintenance.

Criterion 2: Performance Quality

(20 marks)

The student will be assessed on how well he/she:

- demonstrates performance quality applied to the Work performed and/or during the interview, within the context of the study of dance as an artform.

The student demonstrates skills and understanding of:

- control and manipulation of the elements of dance as they relate to performance
- quality of line
- projection and focus
- commitment and consistency
- kinaesthetic awareness;
- interpretation/intent related to a context
- the link between the accompaniment and the physical realisation of the Work;
- the language of dance.

Major Study – Composition

- The student choreographs a Work of between 4 and 6 minutes duration for 2 or 3 dancers.
- The Work is to be performed by students from the school.
- The student choreographer has the option to perform in the Work.

Students are required to submit a 300-word rationale which will be referred to by markers in the marking process to confirm the intent and process of the student work.

The examination for Major Study Composition is conducted in the following sequence:

- rationale is presented to examiners
- reading of the rationale
- student enters the space
- elaboration (up to 9 minutes)
- performers enter the space
- performance of the choreographed Work for 2 or 3 dancers (4–6 minutes).

Before the performance of the Composition Work, a rationale that explains the concept/intent and the process of development of the Major Study – Composition Work is presented to the examiners. After the examiners have read the rationale, they will seek further detail or elaboration about the process of composition in relation to the student’s Major Study – Composition Work. This provides the student with opportunities to orally and physically demonstrate his/her applied knowledge and understanding of the compositional process. In awarding marks for Major Study – Composition, the examiners will take into account the skills and understanding demonstrated by the student in the rationale and the elaboration, and through the performance of the student’s Composition Work.

Marking criteria

Criterion 1: The student demonstrates the ability to choreograph and organise movement in a personal style based on a concept/intent, demonstrated in the work and stated in the rationale, in conjunction with additional considerations that may arise from the intent of the Work, within the context of the study of dance as an artform. (24 marks)

1a: Generating movement in relation to dance composition for 2 or 3 dancers based on a stated concept/intent (8 marks)

The student will be assessed on how well he/she:

- composes movement for 2 or 3 dancers in a personal style based on the stated concept/intent within the context of dance as an artform.

The student demonstrates skills and understanding of:

- manipulation of the elements of dance (space, time and dynamics) for 2 or 3 dancers
- personal style
- abstraction.

1b: Organising movement for 2 or 3 dancers in relation to a stated concept/intent (16 marks)

The student will be assessed on how well he/she:

- organises the motif into phrases for 2 or 3 dancers relative to a stated concept/intent within the context of dance as an artform.

The candidate demonstrates skills and understanding of the manipulation of space, time and dynamics to:

- establish motif(s)
- manipulate motif(s) to create phrases
- develop phrases to support a concept/intent.

Criterion 2: Organising the Work for 2 or 3 dancers in relation to a concept/intent demonstrated in the Work and stated in the rationale, in conjunction with additional considerations that may arise from the intent of the Work, within the context of the study of dance as an artform (16 marks)

The student will be assessed on how well he/she:

- structures the Work for 2 or 3 dancers in a form relevant to the stated concept/intent, within the context of dance as an artform.

The student demonstrates skills and understanding of:

- form/structure in relation to concept/intent
- organisation of the phrases/sequences/sections in relation to a concept/intent
- unity achieved through the use of transition, repetition and variation, and contrast in relation to the concept/intent.

Additional considerations that may arise from the intent of the Work include:

- simple and appropriate costume and/or props for 2 or 3 dancers
- appropriate choice of accompaniment/non-accompaniment.

Major Study – Dance and Technology

Option 1: Choreographing the Virtual Body

Presentation of a choreographed Work using 3D animation software.

- The student will create a Work of between 4 and 6 minutes duration for 2 or 3 dancers using computer-based 3D animation software.
- The student will present the virtual choreography on a suitable laptop that supports the relevant software. The laptop is to be provided by the student.
- The Work will be authenticated by the school and operated by the student under the direction of the markers.
- A separate backup of the virtual choreography is strongly advised.

Students are required to present a 300-word rationale which will be referred to by markers in the marking process to confirm the intent and process of the student work.

The examination for Choreographing the Virtual Body is conducted in the following sequence:

- rationale is presented to examiners
- reading of the rationale
- student enters the space
- elaboration (up to 12 minutes)
- presentation of the Choreographed Virtual Work for 2 or 3 dancers (4–6 minutes).

Before the presentation of the Choreographed Virtual Work, a rationale that explains the concept/intent and the process of development of the Virtual Work is presented to the examiners. After the examiners have read the rationale, they will seek further detail or elaboration about the process of composition in relation to the student's Virtual Work for 2 or 3 dancers. This provides the student with opportunities to demonstrate his/her applied knowledge and understanding of the process of composition. In awarding marks for Choreographing the Virtual Body, the examiners will take into account the skills and understanding demonstrated by the student in the rationale and the elaboration, and in the presentation of the student's Work.

Marking criteria

Criterion 1: The student demonstrates the ability to choreograph and organise virtual movement (relative to the selected 3D animation software) in a personal style based on a concept/intent, demonstrated in the Work and stated in the rationale, in conjunction with additional considerations that may arise from the intent of the Work, within the context of the study of dance as an artform. (24 marks)

1a: Generating movement in relation to dance composition for 2 or 3 virtual dancers relative to the selected 3D animation software, based on a concept/intent (8 marks)

The student will be assessed on how well he/she:

- composes movement for 2 or 3 virtual dancers in a personal style based on the stated concept/intent within the context of dance as an artform.

The student demonstrates skills and understanding of:

- manipulation of the elements of dance (space, time and dynamics) for 2 or 3 virtual dancers
- personal style
- abstraction.

1b: Organising movement for 2 or 3 virtual dancers relative to the selected 3D animation software, in relation to a stated concept/intent

(16 marks)

The student will be assessed on how well he/she:

- organises the motif into phrases for 2 or 3 virtual dancers relative to the stated concept/intent within the context of dance as an artform.

The candidate demonstrates skills and understanding of the manipulation of space, time and dynamics to:

- establish motif(s)
- manipulate motif(s) to create phrases
- develop phrases to support a concept/intent.

Criterion 2: Organising the Work for 2 or 3 virtual dancers (relative to the selected 3D animation software), in relation to a concept/intent demonstrated in the Work and stated in the rationale, in conjunction with additional considerations that may arise from the intent of the Work, within the context of the study of dance as an artform

(16 marks)

The student will be assessed on how well he/she:

- structures the Work for 2 or 3 virtual dancers in a form relevant to the stated concept/intent, within the context of dance as an artform.

The student demonstrates skills and understanding of:

- form/structure in relation to concept/intent
- organisation of the phrases/sequences/sections in relation to the concept/intent
- unity achieved through the use of transition, repetition and variation and contrast in relation to the concept/intent.

Additional considerations that may arise from the intent of the Work include:

- simple and appropriate setting, costume and/or props for 2 or 3 virtual dancers
- appropriate choice of accompaniment/non-accompaniment.

Option 2: Film and Video

Presentation of a choreographed, filmed and edited Work.

- The student will choreograph a Work for two or three dancers. The student will film, edit and submit the Work.
- The student must be the choreographer, camera operator and editor.
- The edited video must be between 4 and 6 minutes duration.
- Film and Video Works may be submitted on one of the following formats only:
 - DVD-R (not DVD-RW) 4.7 GB capacity disc;
 - DVD.
- The DVD must be of good quality.

- The DVD will be authenticated by the school and operated by the student under the direction of the markers
- A separate backup DVD is strongly advised.

Students are required to present a 300-word rationale which will be referred to by markers in the marking process to confirm the intent and process of the student work.

The examination for Film and Video is conducted in the following sequence:

- rationale is presented to examiners
- reading of the rationale
- student enters the space
- elaboration (up to 12 minutes)
- presentation of the choreographed, filmed and edited DVD for 2 or 3 dancers (4–6 minutes).

Before the presentation of the Major Study Film and Video, a rationale that explains the concept/intent and the process of development of the Film/Video is presented to the examiners. After the examiners have read the rationale, they will also seek further detail or elaboration about the process of composition in relation to the student's film/video for 2 or 3 dancers. This provides the student with opportunities to demonstrate his/her applied knowledge and understanding of the process of composition. In awarding marks for Film and Video, the examiners will take into account the skills and understanding demonstrated by the student in the rationale and the elaboration, and in the presentation of the student's Work.

Marking criteria

Criterion 1: The student demonstrates the ability to compose, organise and film movement in a personal style based on a concept/intent, demonstrated in the Work and stated in the rationale, in conjunction with additional considerations that may arise from the intent of the Work, within the context of the study of dance as an artform. (24 marks)

1a: Generating movement in relation to dance composition for 2 or 3 dancers based on a concept/intent in a film medium (8 marks)

The student will be assessed on how well he/she:

- composes movement for 2 or 3 dancers in a personal style based on the stated concept/intent within the context of dance as an artform.

The student demonstrates skills and understanding of:

- manipulation of the elements of dance (space, time and dynamics) for 2 or 3 dancers
- personal style
- abstraction.

1b: Organising and filming movement for 2 or 3 dancers in relation to a stated concept/intent, in the film medium. (16 marks)

The student will be assessed on how well he/she:

- organises the motif into phrases for 2 or 3 virtual dancers relative to the stated concept/intent within the context of dance as an artform.

The candidate demonstrates skills and understanding of the manipulation of space, time and dynamics to:

- establish motif(s)
- manipulate motif(s) to create phrases
- develop phrases to support a concept/intent.

The student demonstrates skills and understanding of film and video techniques:

- focus, zoom, framing, fade, tilt and pan
- point of view, angle, height and range of shot
- manipulating camera movement.

Criterion 2: Organising and editing the Work for 2 or 3 dancers in relation to a concept/intent demonstrated in the Work and stated in the rationale, in conjunction with additional considerations that may arise from the intent of the Work, within the context of the study of dance as an artform in the film medium (16 marks)

The student will be assessed on how well he/she:

- structures the Work for 2 or 3 dancers through editing techniques in a form relevant to a stated concept/intent, within the context of dance as an artform.

The student demonstrates skills and understanding of:

- editing techniques;
- form/structure in relation to concept/intent
- organisation of the phrases/sequences/sections in relation to the concept/intent
- unity through the use of transition, repetition, variation and contrast in relation to the concept/intent.

Additional considerations that may arise from the intent of the Work include:

- simple and appropriate setting, costume and/or props for 2 or 3 dancers
- appropriate choice of accompaniment/non-accompaniment.

Process diary

Each student is required to keep a process diary of his/her involvement in, and reflections on, the development of all practical core and major study components. However, they will not be used as part of the external examination mark. As a personal record of the student's involvement in the processes, the process diary must be assessed as part of the school assessment mark. Teachers must regularly date and sign process diaries. A Practical Project: Record of Student's Progress pro-forma can be found on the Board of Studies website. Assessment marks and comments should be recorded separately.

Core Performance

The process diary for core Performance is to include observations, research and practices of safe dance relating to the Dance.

Core Composition

The process diary for core Composition is to include intentions and motivations, research undertaken, decisions made, solutions to problems and evaluation relative to the intent of the solo Dance.

Major Study – Performance

The process diary for Major Study – Performance is to include observations, research and practices relating to the characteristics of the major study Work, within the context of dance as an artform.

Major Study – Composition

The process diary for Major Study – Composition is to include intentions and motivations, research undertaken, the processes of the art and craft of choreography, decisions made, solutions to problems and evaluation relative to the intent of the choreographed Work.

Dance and Technology Option 1: Choreographing the Virtual Body

The process diary for Choreographing the Virtual Body is to include the research related to the possibilities of the software, practice of the compositional process relative to the intent of the virtual choreography, ideas and approaches used, decisions made and solutions to problems, personal reflections and evaluations, notations of movement ideas and sequences, the design of visual elements, and specific elements of 3D animation relative to the compositional process.

Dance and Technology Option 2: Film and Video

The process diary for Film and Video is to include the research and practice of the compositional process relative to the intent of the choreography, ideas and approaches used, decisions made and solutions to problems, personal reflections and evaluations, storyboarding, shooting schedule, and post-production editing script.

Practical Examination Information

Practical examinations and presentations (of Major Studies in Dance and Technology Option 1 – Choreographing the Virtual Body and Option 2 – Film and Video) will be administered and marked at special centres or schools in August/September. Information about the times and centres for these examinations will be forwarded via Students Online before the examinations. Any student who has not received examination advice by August must contact the Examination and Marking Support Section at the Office of the Board of Studies to check examination details. It is the student's own responsibility to do this – alleged nonreceipt of details is not grounds for an illness/misadventure appeal.

Principals will also be advised of their students' schedules via Schools Online.

Accompaniment

All accompaniment used in Core and Major Study Performance and Composition may be recorded on CD which contains only the accompaniment to be used, or it may be on an MP3 player.

If CDs are used in the examination they must:

- be of good sound quality
- contain only the accompaniment to be used. A separate CD must be provided for each component of the examination
- be recorded to include any special consideration, such as silence
- conform to stated time limits
- be cued to start
- not be stopped and started during the examination.

If MP3s are used in the examination they must:

- have an appropriate docking system/connection available in the examination room (itinerant centres only)
- be of good sound quality
- contain the accompaniment to be used in a separate folder for each examination component
- be recorded to include any special consideration, such as silence
- conform to stated time limits
- be cued to start
- not be stopped and started during the examination.

A separate CD as a backup is strongly advised.

Costume

For Core Performance and Composition

- Plain (colour and style) form-fitting dance wear (ie leotards, tights or unitard) must be worn.
- Costumes and the use of props are not permitted.
- Footwear must be appropriate to Dance Technique.
- The student accepts responsibility for choice of footwear.
- Hair tied back where necessary.
- No accessories.

For Major Study Performance and Composition

- Simple props and costumes that are integral to the performance are permitted.
- Footwear as appropriate to the context of the Work. The student accepts responsibility for choice of footwear.

Make-up

The use of make-up is optional and, if used, should be kept to a minimum and be integral to the dance.

The Performance Space

The performance space will be:

- a minimum width of 8 metres to a maximum width of 10 metres
- a minimum depth of 6 metres to a maximum depth of 8 metres.