



DANCE

GENERAL COURSE

Marking key for the Externally set task

Sample 2016

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Dance

Externally set task – marking key

1(a) From the images above, identify the body with neutral alignment. (1 mark)

Description	Marks
The correct response is image 'A'	1
Any other response	0
Total	1

(b) Describe what is meant by 'neutral alignment'. (2 marks)

Description	Marks
The body is neutrally aligned when the shoulders are over hips, over knees, over feet. Head balanced on top of spine. (Relaxed shoulders, neck long, chin aligned with spine. Shoulders relaxed, down and centred.) Images candidates may refer to in achieving neutral alignment: <ul style="list-style-type: none"> • plumb line • string holding head from above • kangaroo tail • train tracks for parallel. 	2
Gives a brief and/or ambiguous statement about neutral alignment, such as: <ul style="list-style-type: none"> • referring to the body being in a neutral position • ensuring knees over toes, whether in turn out or parallel • keeping hips square • avoiding sickling feet Or only refers to one aspect of content listed in shelf above.	1
Inaccurate or insufficient definition	0
Total	2

- (c) Select another image that is **not** neutrally aligned. Explain why the image is not neutrally aligned with reference to the biomechanical principles of base of support and centre of gravity. (3 marks)

Description	Marks
Chooses B or C. Provides a detailed and clear reason as to why the image is not neutrally aligned. Refers to base of support and centre of gravity accurately. Uses terminology correctly and appropriately.	3
Chooses B or C. Provides a reason as to why the image is not neutrally aligned. Refers to base of support and centre of gravity accurately. Uses appropriate dance terminology appropriately.	2
Chooses A, but discusses base of support and/or centre of gravity with accuracy OR Chooses B or C, but gives a limited explanation of neutral alignment with inaccurate or little reference to base of support and/or centre of gravity.	1
Insufficient and/or no evidence of criterion.	0
Total	3
Answer could include, but is not limited to:	
Image B is not neutrally aligned – hips pushed forward over toes and upper body slouched or in kyphosis. Image C is not neutrally aligned – hips swaying back, chest too far forward, and arms held back, legs hyperextended. Biomechanics:	
<ul style="list-style-type: none"> • In all images, base of support is same – the area bounded by feet touching the ground in parallel. • Centre of gravity is back in Image B (over the heels) and forward in Image C (over the toes), but still over base of support as the bodies are clearly balanced. • In Images B and C, the centre of gravity has moved. 	

- (d) Outline how neutral alignment facilitates ease of movement when dancing. (2 marks)

Description	Marks
Provides a specific outline of how neutral alignment facilitates ease of movement when dancing. Writes logically and convincingly to support response. Uses correct and appropriate terminology.	3
Provides a general outline of how neutral alignment facilitates ease of movement when dancing. Writes logically to support response. Uses correct and appropriate terminology.	2
Provides a brief and/or limited outline how neutral alignment facilitates ease of movement when dancing. Writes a brief or limited response. Uses some correct and appropriate terminology.	1
Insufficient evidence of this criterion.	0
Total	3
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • When the body is repeatedly neutrally aligned, the body learns through its own muscle memory to return easily to this neutral position. Muscles can then work more efficiently to move the body through space. • Gravity works evenly upon the body and biomechanical principles can be applied more efficiently to attain skills such as leaps and turns. • Keeping and returning centre of gravity over base of support improves stability which makes moving easier, balance easier. • Neutral alignment helps to avoid injury. • Examples may include leaps, turns, pliés, constructive rest, etc. 	

2. Discuss how a dance style/genre has reflected the social or cultural attitudes of a particular time.

(20 marks)

	Description	Marks
Overview	Provides a brief overview of the dance style/genre of a particular time	
	Provides clear and focused overview of the dance style/genre, using relevant and accurate information within a particular time period.	4
	Provides a sound overview, attending to relevant and accurate information of the dance style/genre within a particular time period.	3
	Provides an overview with some relevance to the dance style/genre within a particular time period.	2
	Overview is superficial or overview is disjointed. Information is largely irrelevant or inaccurate.	1
	No evidence of this criterion.	0
Outline	Outlines a social or cultural attitude of this time which has influenced the development of the dance style/genre	
	Outlines clearly a relevant social or cultural attitude, sketching in general terms its influence on the dance style/genre within the selected time period.	2
	Identifies some relevance to a social or cultural attitude within the selected time period.	1
	Limited evidence of this criterion.	0
Identification	Identifies one (1) significant choreographer/dancer of this time, describing how he/she has influenced the development of the dance style/genre	
	Identifies a significant choreographer/dancer, highlighting through their description his/her influence on the development of the dance style/genre.	4
	Identifies an appropriate choreographer/dancer, describing clearly his/her influence on the development of the dance style/genre.	3
	Identifies a choreographer/dancer, attending loosely to his/her contribution (sometimes misinterpreted and/or misrepresented).	2
	Identifies a choreographer/dancer, making superficial references to his/her contribution.	1
	Limited evidence of this criterion.	0

	Description	Marks
Explanation	Explanation of how the chosen dance style/genre has reflected a social or cultural attitude of that time referring to two (2) examples.	
	Sustains a focused explanation, explaining convincingly how the chosen dance style/genre has reflected a social or cultural attitude of a particular time. Refers to two relevant examples.	6
	Maintains a clear discussion, providing ideas and/or concepts to explain how the chosen dance style/genre has reflected a social or cultural attitude of a particular time. Refers to two relevant examples.	5
	Provides some suitable ideas and/or concepts in an attempt to explain how the chosen dance style/genre has reflected a social or cultural attitude of a particular time. (Some points made may be relevant, but presented non-selectively and treated sometimes generally). Refers to two examples.	4
	Provides an over-generalised discussion, making some loose connections between the dance style/genre and a particular time. Refers to two examples; however they may not be in too much detail. OR The discussion tends not to explore any relationship between a particular time in history and a social/cultural attitude formed and how this is communicated/represented through dance.	3
	Makes superficial comments, loosely inferring connections between the dance style/genre and/or social/cultural attitude and/or a particular time. Refers to two examples but one may be stronger than the other. OR The discussion relies on the reader to make connections.	2
	Makes generalised statements. Limited comments on one or two aspects of the question.	1
	Limited evidence of this criterion.	0
Writing	Organisation and clarity of extended answer	
	Writes coherently and purposefully to construct a clearly expressed response.	4
	Writes coherently in a well organised manner.	3
	Writes generally. Response adequately expresses ideas.	2
	Writes superficially and/or awkwardly. Ideas are disjointed.	1
	Response is not organised and is not of a sufficient quantity to fully express ideas	0
	Total	20