VCE Dance (2019–2025)

School-based Assessment Report

GENERAL OBSERVATIONS

This report provides advice for the first year of implementation of the [*VCE Dance Study Design 2019–2025*](https://www.vcaa.vic.edu.au/Documents/vce/dance/2019DanceSD.pdf). The [VCE Dance *Advice for teachers*](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/dance/advice-for-teachers/Pages/Index.aspx) provides teaching and learning advice for Units 1 to 4, and assessment advice for school-based assessment in Units 3 and 4. Other support materials for the study can be found on the [VCE Dance study webpage](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Dance/Pages/Index.aspx) on the VCAA website.

This report is based on the findings from the 2019 School-based Assessment Audit for Units 3 and 4 VCE Dance. Schools providing the VCE must deliver the course to the standards established by the VCAA, ensure the integrity of student assessments and ensure compliance with the requirements of the VCAA for the relevant assessment program. For school-based assessment, the standards and requirements are stated in the assessment specifications set out in the relevant VCE study design and the [VCE assessment principles](https://www.vcaa.vic.edu.au/Documents/vce/VCE_assessment_principles.docx). The School-based Assessment Audit checks that the standards and requirements set out in study designs are being followed and that assessment is being carried out in line with the VCE assessment principles.

The results of the School-based Assessment Audit showed that the majority of schools are setting SAC tasks that are in line with the VCE study design and VCE assessment principles. The material submitted demonstrated that tasks were valid and reasonable, equitable, balanced and efficient.

The most common task types used for School-assessed Coursework in Unit 3 were a written report and responses to structured questions. In Unit 4, all audited schools set SAC tasks in the form of responses to structured questions. It was noted that the majority of schools created new tasks. It is suggested that where schools use recycled tasks from previous years, substantial modifications be made. This is to ensure the task meets the requirements of the current VCE study design and that current students cannot use another student’s work from a previous year.

When setting tasks to assess Outcome 1 in both Units 3 and 4, all audited schools used works from the current Prescribed list of dance works published annually on the VCE Dance study webpage of the VCAA website. Schools are reminded to carefully check the list at the start of each year before deciding on the selection of works to be studied as a new list is published each year.

Schools are reminded to use correct terminology from the reaccredited *VCE Dance Study Design* when designing SAC tasks. This is an area that requires improvement as terminology was not always used accurately across all areas of study in Units 3 and 4.

Schools reported that they used various VCAA support materials to assist in creating SAC tasks. These included regularly checking the VCAA website for updates, reading past examination reports, regularly referring to the *Advice for teachers* support material and subscribing to the *VCAA Bulletin*.

SPECIFIC INFORMATION

Unit 3

Outcome 1

Analyse two selected dance works.

Task type option/s

*Analysis of two works selected from the Prescribed list of dance works for Unit 3 in any one of the following formats:*

* *a written report*
* *responses to structured questions*
* *a multimedia report.*

The schools that were audited used responses to structured questions and written report formats to address Outcome 1. A range of works from the Prescribed list of dance works was used. The most commonly chosen were Sergei Polunin’s ‘Take Me to Church’ by Hozier and ‘I’ve Had the Time of My Life’ by Kenny Ortega.

Some aspects of the key knowledge and key skills were covered very well, particularly the intention of the dance work, movement vocabulary and the elements of movement. However, sometimes these areas were over-assessed at the expense of other areas. Key knowledge and key skills in regard to influences on choices made by choreographers were not covered as well by schools. It is important that schools use a balanced approach in structuring their SAC tasks.

Generally, the SAC tasks set were clear and provided students the opportunity to demonstrate their knowledge. It is important to ensure that the instructions provided to students and the task questions offer students the opportunity to fully demonstrate their knowledge. While the weighting of marks in structured questions was clear, tasks in a report format often needed more clarity. It is important that students are aware of which questions are worth more marks than others.

Assessment

In general, schools reported that they used modified VCAA performance descriptors, as found in the *Advice for teachers*, to assess the task. Weightings were commonly applied by the teacher and did not always follow those suggested in the *Advice for teachers*. The weightings were generally appropriate to reflect the detail required, with the exception of questions addressing form. The marks allocated for these questions were sometimes not appropriate for the response required.

Outcome 2

Choreograph, rehearse and perform a skills-based solo dance work and analyse the processes used to realise the solo dance work.

Task type option/s

*Analysis of the processes used in the choreography, rehearsal and performance of a skills-based solo dance work choreographed by the student in any one or a combination of the following formats:*

* *a written description of the intention and analysis of the use of the choreographic and realisation processes*
* *a multimedia presentation that describes the intention and analyses the use of the choreographic and realisation processes*
* *oral or written responses to questions about the dance work and use of the choreographic and realisation processes.*

Schools most commonly used a written description to assess this outcome. Some schools chose to use written responses to questions. Both formats were structured effectively to allow students to demonstrate their knowledge. Students were given clear instructions; however, weightings of marks were not always clear. While most of the key knowledge and key skills were comprehensively covered for this outcome, none of the audited schools’ SAC tasks included the key knowledge relating to approaches to selecting production elements. As this is a new point of key knowledge in the reaccredited study design, it is important that schools include this in the task.

Most schools reported that students were informed of the content in this area of study at the beginning of the academic year and were given a checklist of the key knowledge and key skills as outlined in the study design. This approach ensures that students are aware of the requirements underpinning the task.

Most schools reported that they created new tasks for the assessment of this outcome. A few schools re-used tasks. Schools are reminded that where tasks are re-used from previous years, they must be carefully checked against the requirements of the current study design, and substantially modified to ensure student work can be authenticated.

Assessment

When assessing SAC tasks, the majority of schools reported that they had used modified VCAA performance descriptors.

In general, the marking scales that schools used were a modified version of that suggested in the *Advice for teachers*. The weightings that were applied were appropriate to reflect the depth, complexity and detail required in the task/s.

Outcome 3

Learn, rehearse and prepare for performance, and perform a duo or group dance work by another choreographer and analyse the processes used.

Task type

*Performance of a learnt dance work created by another choreographer.*

This outcome was covered very well by the schools audited. Most teachers chose to choreograph and teach the dance work themselves; however, some made use of the services of a guest choreographer.

Students were generally given clear instructions about the task, and most teachers reported that they informed students of the key knowledge and key skills that underpinned the task. Appropriate timelines were used, and students were provided with timelines early in Term 1.

Most schools reported that they created new tasks for the assessment of this outcome; however, a minority of schools re-used tasks. Again, schools are reminded that substantial modifications must be made to any tasks that are recycled from a previous year. This ensures that the task meets the requirements of the current study design, and that current students cannot use another student’s work from a previous year. The level of modification undertaken by audited schools was not always appropriate; this is an area that requires improvement.

Assessment

When assessing SAC tasks, the majority of audited schools reported that they had used modified VCAA performance descriptors.

In general, the marking scales that schools used were a modified version of that suggested in the *Advice for teachers*. The weightings that were applied were appropriate to reflect the depth, complexity and detail required.

Unit 4

Outcome 1

Analyse a selected group dance work.

Task type options

*Analysis of a work selected from the Prescribed list of dance works for Unit 4 in any one of the following formats:*

* *responses to structured questions*
* *a multimedia report.*

All audited schools used responses to structured questions to address Outcome 1. A range of works from the Prescribed list of dance works were used. The most commonly chosen were Bob Fosse’s ‘Sweet Charity’ and Jerome Robbins’ ‘West Side Story’.

Generally, the key knowledge and key skills were well covered and schools demonstrated a balanced approach in setting tasks, ensuring students had the opportunity to demonstrate their knowledge in all aspects of the study. It is important to give students clear guidance in relation to the allocation of marks, while also affording students the opportunity in some questions to demonstrate more sophisticated understanding. Some schools included several extended response questions, which were inappropriate when considering the time set for the assessment. Some schools included a question on ‘influences of the choreographer and/or the group dance work on the arts, artists and/or society’. As this is a new point of key knowledge in the reaccredited study design, it was beneficial that schools included this in the task. The weightings of questions in structured tasks were not always clear, and this an area that requires improvement.

Generally, the SAC tasks set were clear and provided students the opportunity to demonstrate their knowledge. However, in some cases total marks on the coversheet did not align with the allocated marks throughout the task. In some instances, correct terminology appeared on the coversheet, with outdated terminology used in the questions. It is important for teachers to check that all terminology used is in line with the current study design.

Assessment

When assessing SAC tasks, the majority of schools reported that they had used modified VCAA performance descriptors.

In general, the marking scales that schools used were a modified version of that suggested in the *Advice for teachers*. The weightings that were applied were appropriate to reflect the depth, complexity and detail required.

Outcome 2

Choreograph, rehearse, perform and analyse their realisation of a solo dance work.

Task type options

*Analysis of the processes used in the choreography, rehearsal and performance of a solo dance work with a cohesive structure choreographed by the student in any one of the following formats:*

* *responses to structured questions*
* *a multimedia report.*

All audited schools used responses to structured questions to assess this outcome, allowing students to demonstrate their knowledge effectively. The key knowledge and key skills were comprehensively covered. Generally, students were given clear instructions; however, weightings of marks were not always clear. Some schools used questions that, while open-ended and allowing students to demonstrate more high-level understanding, gave no clear guide as to the method of assessment. The majority of schools included a question relating to the approaches to selecting production elements. As this is a new key skill in the reaccredited study design, it was beneficial that schools included this in the task.

Most schools reported that students were informed of the content in this area of study at the beginning of Term 3 and were given a checklist of the key knowledge and key skills as outlined in the study design. This helps to ensure that students are aware of the requirements underpinning the task.

Most schools reported that they created new tasks for the assessment of this outcome.

Assessment

When assessing SAC tasks, the majority of schools reported that they had used VCAA performance descriptors or modified these descriptors.

In general, the marking scales that schools used were a modified version of that suggested in the *Advice for teachers*. The weightings that were applied were appropriate to reflect the depth, complexity and detail required in the task/s.