**Assessment task 2 – Influence of society on the value of dance**

As with assessment 2, students are expected to reflect on their experiences throughout the unit and to connect to outside issues in the wider community. Both assessments are designed to tie together and ultimately broadening students understanding on some of the alternative ways of being physically active and some of the wider issues which influence participation.

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| Assessment | End of unit |
| VELS Level | Level 6 (Year 9/10) |
| Domain: (See attachment 2 for more details) | * Health and Physical education * English * Thinking processes * Civics and citizenship |
| Aspects of quality learning | * Planning * Processing * Linking |
| Bloom Taxonomy level required | Analysis: Breaking material down into its components and identifying the relationships between them |
| Gardner’s Multiple intelligences utilised | * Verbal linguistic * Intrapersonal * Visual-Spatial |
| Assessment Task type | Summative: Students are to use the information provided in the unit and integrate into previous experiences to address societal issues |

Using your experiences in the outside world and also content covered in this unit of dance; you are required to comment on the influence of perceptions on the participation in society in dance. The main focus of this assessment task is to identify the key underlying factors (such as perceptions) to establish a rationale of the value of dance.

This assessment piece has two parts; firstly you are required to add to your current portfolio current trends or perceptions on physical activities which encapsulate perceptions or bias in society. Your portfolio should include:

* Positional statement of their prior experiences
* Reflective journal on their development
* 4 examples of dance styles to be utilised
* Individual contributions to the group
* Over four external examples which indicate issues in society which influence dance (such as articles/websites/

Secondly you are to establish a position on the question “Is dance of value in sporting culture?” Feel free to either support or disagree with the ideas presented in the class; however you are expected to provide a justification on your position. A statement ‘dance is not cool’ ‘ my dad thinks dance is for girls’ or ‘dance is not as good as real sport’ is not sufficient, you need to provide credible evidence of your claims.

Rubric

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| Criteria | Unsatisfactory | Satisfactory | Good | Excellent |
| Portfolio (15%) | Provides no insights into issues in society in regards to dance (0%) | Lists an issue in society in regards to dance (5%) | Contains major issues surrounding dance in society (15%) | Contains minor and major issues with affect dance in society (25%) |
| Essay construction (25%) | Essay is incoherent, does not make logical argument (0%) | Essay is coherent, links to portfolio main issues, makes logical argument (7.5%) | Essay is logical, links with portfolio and provides links to few outside sources (15%) | Essay is logical, links with portfolio and provides links to many outside sources (25%) |
| Discussion of key elements which influence dance in society (50%) | No elements are discussed (0%) | 1-2 elements are discussed (10%) | 3-4 elements are discussed (25%) | 5+ elements are discussed (50%) |
| Referencing (10%) | No examples or reference list (0%) | A reference to external information or reference list (5%) | Some sources of external knowledge with a reference list (7.5%) | Connects to multiple sources of external knowledge with a reference list (10%) |

Weighting=50% of total mark

Positive: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Interesting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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