

Stage 2 Dance – Subject adjustments 2023

The following adjustments available in 2022 will be continued in 2023:

Students provide evidence of their learning through four assessment tasks, including the external assessment component. Students complete:

- one performance portfolio – may include **an online audience**.
- two dance contexts tasks – a recording and a choreographic analysis
- one skills development portfolio.

Performance for an audience is fundamental if students are to demonstrate their learning in Dance. Where “audience” appears in the subject outline, this can be considered in the broadest possible form including live, virtual and/or intended audience performance modes. Evidence provided to the SACE Board of a recorded performance for an intended audience will be sufficient, however performance to a live audience, where possible, is desirable.

Using the flexibilities within the SACE

Teachers are encouraged to utilise the flexibilities of the SACE to support their students to demonstrate their learning. For example, consideration could be given to internal school deadlines, variety in the mode and format of tasks, and variation in the number of specific features assessed within each school assessment task. The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Teachers are encouraged to review their learning and assessment plans (LAPs) and consider amending tasks to be manageable in size and scope. For example, it may be more manageable for students to provide evidence of their learning through a discussion with the teacher or a small group, or produce a video/audio recording or blog rather than a written response.

Teachers are encouraged to take a broad interpretation of terms such as ‘collaboration’, ‘community’, and ‘audience’ recognising the validity of online and/or digital elements.

Where appropriate, the LAP can be designed to include a combination of assessments that meet the minimum number of assessments required for the subject. Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits than the specified maximums within this subject.

Application of subject adjustments – learning and assessment plan (LAP) and moderation requirements.

Teachers are to apply the same assessment adjustment(s) consistently to all students within the cohort. This includes the number of tasks and assessment conditions. However, these adjustments do not override the opportunity to apply special provisions for individual students if required in line with the Special Provisions in Curriculum and Assessment Policy.

As the LAP informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

When uploading school assessment materials via Schools Online for Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed.