

This assessment report is based on assessments for 2023. It may not reflect achievement standards that have been updated.

## 2023 NCEA Assessment Report

**Subject:** Dance (RAS)  
**Level:** Level 1  
**Achievement standard(s):** 91938, 91939

### General commentary

NA

### Report on individual achievement standard(s)

**Achievement standard 91938:** Demonstrate understanding of the relationship between key features and cultural context of a dance genre or style

#### Assessment

The assessment required candidates to describe key features of a dance genre or style and then link these to the cultural context of the genre or style. Candidates were provided a task with three questions and were required to select and respond to two.

Within each question the candidate was required to describe a key feature. In 2023 the features were: characteristic movement, important person, or costume. Candidates were required to make a connection that showed how this key feature reflects the cultural context (origins and influences) of their selected dance genre or style.

Candidates completed their report independently, in class, and under teacher supervision. Candidates were recommended to have approximately six hours to complete the report.

Candidates could also use resources and draw from their learnings from in-class teaching and learning to support their responses.

Programmes of meaningful and practically engaged teaching that supported learning about key features and cultural contexts followed by an independent opportunity to complete the report appear to have produced meaningful learning apparent within assessment outcomes.

Variables such as teacher input, time taken to complete the report, and resources supplied or not supplied have impacted the assessment outcomes for this standard.

#### Commentary

There were a wide range of levels of evidence and grades awarded. Excellence grades were awarded to sophisticated submissions that demonstrated depth of understanding.

Submissions in the Achievement and Not Achieved grades stated facts about the genre or style with little detail.

It was evident when candidates had understood the dance genre or style.

It was also evident when a candidate had only a superficial understanding of the dance genre or style. In these responses candidates briefly described key features or relayed facts about the cultural context and did not provide a connection between the two. Many of these responses contained statements copied and pasted, with reference, from online sources.

Choosing genres or styles where there is a strong connection between the cultural context and the key features also allowed candidates to achieve better results as a strong connection supports the understanding required for this standard.

Candidates whose responses showed evidence of an authentic connection to the dance genre or style overall achieved better results.

Candidates submitted their reports in a variety of modes; slides and /or written responses. In some cases, a single slide did not provide sufficient space for a candidate to make and explain links between the key features and cultural context.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- referred to at least two of the three prompts in their submission
- briefly described the key features of a dance genre or style
- stated aspects of the cultural context
- provided a brief connection between the features and the cultural context, though often implied
- provided evidence that was sometimes vague or limited.

Candidates who were awarded **Achievement with Merit** commonly:

- responded to at least two of the provided prompts
- described in some detail the key features of the dance style, for example, how the characteristic movement / dance elements are used or seen
- made a connection to the cultural context, for example, why the characteristic movement presents this way due to conditions during the origins of the genre or style
- used specific details to support their ideas, for example, used a fact to support a connection made between the key feature and its context
- selected and explained inserted additional evidence that supported their conclusions
- responded to prompts, though the response may have been unbalanced between prompts, features, or discussion of context.

Candidates who were awarded **Achievement with Excellence** commonly:

- provided a balanced response that positioned their understanding of the cultural context of the selected dance genre or style within dance
- described the key features of the dance style in detail, for example, described a characteristic movement by referring to how the dance elements are used or seen

- made thoughtful connections to the cultural context, why the characteristic movement presents this way due to conditions during the origins of the genre or style, and how this has changed slightly over time
- integrated description and context in the discussion
- provided multiple reasoned connections to context to explain the influence and effect, for example, how the costume was created because of the circumstances during the time of origins and how it has changed today because the context has changed
- selected and explained in detail, specific evidence to support connections
- made insightful statements and demonstrated a complex understanding of their selected dance genre or style.

Candidates who were awarded **Not Achieved** commonly:

- only responded to one of the three prompts, and therefore did not have the opportunity to demonstrate understanding sufficiently
- identified and /or described key features and omitted cultural context, for example, just described a characteristic movement
- provided such brief responses that their understanding of the relationship between the key feature of the dance genre or style and the cultural context was not clearly shown
- relayed or restated facts directly from research without explanation of their inclusion
- produced generic descriptions that showed limited understanding or specificity to their chosen dance genre or style – for example, stated features or context that are applicable to many or all dance genres and styles.

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## Achievement standard 91939: Demonstrate understanding of the application of the elements of dance in a performance

### Assessment

The assessment required candidates to describe and explain how elements of dance were used within three different dances. Candidates were also required to describe or explain how the use of elements communicated meaning or created effect and impact.

Candidates could watch excerpts of the dance as many times as needed.

The ability to watch each video multiple times was important for fair assessment in this format. Some responses included timestamps from the provided dance excerpts to support their descriptions.

The 2-part question provided a useful guide for students to describe how elements are seen first, then explain application / effect. Separate question parts helped some candidates answer with clarity and made it more likely that candidates would address both parts of the question. The two parts of the question corresponded to the two descriptor bullet points at each grade in the Explanatory Note of the standard.

### Commentary

Candidates who addressed the question or used words from the question to start their answer were more likely to clearly show understanding. These candidates also underlined or bolded

dance elements vocabulary to show their understanding clearly where vocabulary was used appropriately. Those who used well developed paragraph structure were more likely to give specific evidence of use of elements from the dance performance excerpt. Candidates who explained how elements worked together in combination showed comprehensive understanding with some insight.

Some candidates described the movement, sometimes in detail, without linking it to the question or using appropriate dance elements vocabulary. A number of candidates had difficulty describing how elements were seen separate from ideas communicated, and went straight into telling the 'story' / sequence of ideas in the dance, with little or no reference to elements or movement.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- used dance elements terms appropriately to show understanding
- provided evidence from the excerpt in the form of specific examples, movements, moments
- described the use of specific individual elements within the elements groupings or headings, for example, bound flow (energy), rhythm (time), non-unison (relationships), floor pathways (space)
- made some mention of ideas communicated or effect created
- described the shape of the floor pathway
- may have described the movements in the order they occur in the dance and identified the elements used.

Candidates who were awarded **Achievement with Merit** commonly:

- showed confident understanding of dance elements
- explained how an element was used or seen
- used a paragraph structure such as TEEL (topic sentence, explanation, example, link) to provide specific or detailed examples
- gave a clear explanation of either how elements were used or the communication or effect of the element, or both
- showed depth (detail) or range of understanding
- addressed the question by explaining the elements in the question, for example, relationships – connection, weight-bearing, mirroring, non-unison
- described or explained a range of individual dance elements from element groupings / headings beyond the question
- underlined or bolded dance elements vocabulary.

Candidates who were awarded **Achievement with Excellence** commonly:

- showed comprehensive understanding with some insight
- discussed by considering multiple elements
- explained how a range of elements worked together to communicate ideas or create effect
- made a distinction between movement relationships and conceptual relationships
- supported understanding by referring to relationship elements beyond those provided in the bullet points, for example, proximity

- used paragraph structure to explain clearly and in detail how elements were used and how they combined to communicate ideas or create effect.

Candidates who were awarded **Not Achieved** commonly:

- used dance elements words inappropriately, indicating lack of understanding
  - used words from the bullet points without examples as evidence from the excerpt or without adding new information / elements vocabulary to demonstrate their understanding
  - told the 'story' of ideas communicated in the excerpt without describing or referring to specific movements / moments
  - referred to elements groupings or headings, for example, energy, time, relationships, 'used lots of space', without identifying or describing specific individual elements within those groupings / headings (e.g. flow, rhythm, non-unison, general space)
  - described what the dancers do physically without using elements of dance words
  - confused time and energy – for example, 'the energy is really fast'
  - did not provide information about energy beyond simple terms which were not part of energy elements vocabulary – for example, 'high energy', 'fast', 'strong', 'hard'
  - did not provide specific information about tempo, beyond fast or slow.
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