

## Assessment Report

# Level 1 Dance 2017

Standards **90861** **90005**

### Part A: Commentary

The examination specifications continue to be important in enabling candidates to learn in depth and demonstrate comprehensive knowledge. The examination covered a range of assessed aspects of the dance performance and / or genre / style.

Some candidates tried to make their answers fit the given bullet points resulting in limited answers or choices that were irrelevant to their dance performance / genre. Candidates were expected to expand their descriptions or explanations beyond the bullet points provided, or give their own explanations relevant to their dance performance / genre.

It has also become clear that candidates can best demonstrate their ability for Achievement and Achievement with Merit through written descriptions rather than diagrams and bullet points. Accurate diagrams with detailed labels illustrate descriptions and sometimes provide one or two additional items of information, but it is largely description and explanation that enables candidates to demonstrate their ability.

### Part B: Report on standards

#### **90861: Demonstrate understanding of a dance performance**

Candidates who were awarded **Achievement** commonly:

- re-stated the question in their opening statement for each question
- were able to engage with the specific dance performance at a basic level
- could identify motifs, and at least one production technology and make a link
- described straightforward ideas in the dance without much explanation or links to a wider context
- outlined isolated elements of the dance performance without making connections between them
- used sufficient examples used from the dance
- demonstrated knowledge in at least two questions.

Candidates who were assessed as **Not Achieved** commonly:

- wrote generalised statements
- did not complete the examination, particularly question three relating to structure of the dance

- showed knowledge in only one of the questions
- had insufficient knowledge of motifs, structure and production technologies
- provided little to no specific examples
- limited the use of dance vocabulary
- provided responses that did not answer the question.

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

- described ideas and themes in some details
- supported answers with specific examples from the performance
- discussed with depth more than one idea from the performance, with a range of examples
- maintained focus on the question in their response
- used dance vocabulary appropriate to the performance
- provided unsupported explanations of the effect and purpose of aspects of the dance.

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

- showed a strong understanding of multiple aspects of the performance
- made insightful statements supported by clear explanation and illustrated by providing additional, detailed and relevant examples
- used specific terminology confidently to provide detail
- made judicious connections to the importance of the ideas / purpose of the dance
- made insightful connections to the world of dance and the choreographer's intention
- sketched accurate examples and labelled in detail to illustrate relevant features
- illustrated clearly the response with specific and detailed evidence that made connections between features and their effect/purpose.

### **Standard specific comments**

Dance performances that provided sufficient scope to enable candidates to show evidence at every level of achievement and most likely to lead candidates demonstrating in- depth or comprehensive understanding, included performances such as:

Ghost Dances

Passchendaele

Milagros

Trees, Birds, and People

Anatomy of a passing cloud

Candidates who studied performances from YouTube/musicals or is not a professional produced performance, generally wrote responses relating to the story line or dramatic moments in the production or videography instead of the choreographic and technical aspects of the dance performance. These performances lacked the relevant detail/depth of concept required for candidates to write in sufficient depth and detail to achieve at Merit/Excellence level.

## **90005: Demonstrate knowledge of a dance genre or style**

Candidates who were awarded **Achievement** commonly:

- attempted all questions
- were familiar with the topics in the exam specifications, in particular dance elements and status

- understood the dance elements and could describe how these were used
- were able to describe and/or explain clearly
- made focused statements
- attempted to explain their statements, thereby adding more information to their description
- illustrated statements with evidence such as examples, quotes, specificity
- demonstrated their knowledge of the genre; knowledge did not have to be inferred
- gave new information in every response
- described one or two purposes clearly, or sometimes briefly described or identified a number of purposes.

Candidates who were assessed as **Not Achieved** commonly:

- made general or broad statements
- lacked evidence to illustrate their statements, or the examples were too broad and lacked specificity
- gave rote-learned information that did not answer the question, such as a biography of a famous or influential person instead of describing status of dancers in the genre
- did not attempt all questions
- listed features or described features briefly but not clearly
- were unfamiliar with the topics in the exam specifications
- did not understand the elements of dance and could not describe how they are used.

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

- described in detail the features of the dance genre or style
- described one or two purposes in detail
- described in detail how dance elements were used
- described only but did not explain
- gave detailed information without explaining its significance or relevance
- sometimes explained clearly with evidence but without detail, specificity or thoroughness
- sometimes delivered a very detailed rote-learned response that described the features required by the question, but; did not manipulate their information to address the explanation part of the question to make clear links between features and background/context.

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

- explained clearly with specific and detailed evidence
- organised their information across the paper
- manipulated their information to address the question directly
- used words from the question to write focused topic sentences
- explained the topic sentence
- gave a specific, detailed example
- explained the significance of the example and how it illustrated their topic sentence
- explained the relationship between features of the genre and its background, context or setting
- expanded descriptions into some explanation such as explaining origins, explaining purpose; for example, explaining WHY gumboot dancers used rhythm to communicate, explaining WHY talking was banned
- explained the context of the genre, for example, explaining what the Industrial Revolution was, explaining how and why it influenced the development of Romantic Ballet, or in Gumboot dance explaining WHY trains were important not only personally but also politically and culturally
- linked features of the genre with the wider social, economic, political and/or cultural context and influences
- explained how present features of the genre reflect or reference its past and context
- explained the cultural significance of features
- in question one (b), described the production technology in the present tense the question asked, thereby giving themselves scope to link present features with past influences.

### **Standard specific comments**

Candidates who wrote about a style within a genre were able to respond in more depth, such as Fosse Jazz rather than jazz, or Romantic Ballet instead of ballet. Similarly, candidates who wrote about focused, defined periods of time for a genre.

Dance styles and genres that typically enabled candidates to achieve highly included:

- Fosse Jazz
- Romantic Ballet
- Kapa Haka
- Capoeira
- Modern Dance.

### **Dance subject page**

#### **Previous years' reports**

[2016 \(PDF, 0KB\)](#)

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