

Assessment Report

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Level 1 Dance 2019

Standards [90861](#) [90005](#)

Part A: Commentary

The examinations presented an appropriate challenge for the standard, and most candidates demonstrated clear evidence to meet the standards at all levels of achievement.

Answers that did not clearly address the question often struggled to achieve a positive grade. Many unsuccessful answers lacked a basic understanding of Dance ideas.

Answers obviously based upon weak resources often lacked the relevant detail/depth of concept required for candidates to achieve at the higher levels. Answers which lacked evidence of some depth or complexity of ideas were restricted to Achievement.

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
- engaged with the specific dance performance at a basic level
- discussed straightforward ideas in the dance without much explanation or links to a wider context
- discussed isolated elements of the dance performance without making connections between them
- used sufficient examples from the dance
- demonstrated knowledge in at least two questions.

Candidates whose work was assessed as **Not Achieved** commonly:

- wrote generalised statements
- did not complete the examination, often only part (a) of each question was attempted
- showed knowledge in only one of the questions
- demonstrated insufficient knowledge of ideas, dance elements and production technologies
- provided few or no specific examples
- used a limited dance vocabulary
- provided responses that did not answer the question
- were unfamiliar with the topics in the examination
- repeated rote-learned answers, without responding to the question

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

- described ideas and themes in some detail
- supported answers with specific examples from the performance
- engaged with depth more than one idea from the performance, with a range of examples

- maintained focus on the question in their response
- successfully linked both parts of the question, throughout their answers
- showed a broad understanding of the performance context, and applied this to their answers, in a limited manner.

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

- had a strong understanding of multiple aspects of the performance
- made insightful statements supported by clear explanation and provided additional, detailed and relevant examples
- confidently used specific terminology to provide detail
- made insightful connections to the world of dance and the choreographer's intention
- made insightful connections between use of space and complex communication of ideas within the performance
- made well-developed links between visual/aural design decisions and the impact on movement.

Standard specific comments

As recommended in the NCEA Level 1 Dance Assessment Specifications, performances that provided scope to enable candidates to show evidence at every level of achievement included performances such as:

- Ghost Dances
- Passchendaele
- Milagros
- Mauri
- Anatomy of a passing cloud
- Tawhirimatea

The video resources for these dances include information on the choreographic intention, choreographic features and production technologies, providing students with a deep knowledge of the dance performance. Candidates who studied performances from YouTube/musicals or a performance that was not professionally produced, generally wrote responses relating to the storyline or

dramatic moments in the production or videography, instead of the choreographic and technical aspects of the dance performance.

Successful candidates demonstrated enough understanding of a basic idea in a dance performance and could state relevant but basic evidence, often lacking in dance terminology.

More advanced candidates had more of an understanding of the performance ideas and showed developing understanding of the choreographic intention and ideas within the dance. Some dance terminology was included and linked to support the idea with some detail. However, these candidates lacked the next step, to link the dance performance ideas to a social or wider context.

Advanced candidates were able to discuss a range of ideas in the performance in an in-depth and highly detailed manner, linking with relevant evidence and making connections to the wider context of the dance. Candidates had a comprehensive understanding of how the chosen performance was constructed to create meaning for the audience.

90005: Demonstrate knowledge of a dance genre or style

Candidates who were awarded **Achievement** commonly:

- selected information to address the question directly
- answered the question by providing relevant information
- demonstrated knowledge by providing a clear description
- demonstrated consistent evidence of knowledge across the whole question
- attempted to explain links, but without detail or clarity, thereby providing description
- did not repeat information, and provided new information to show further knowledge
- provided largely accurate sketches with labels to support their answers.

Candidates whose work was assessed as **Not Achieved** commonly:

- answered only one part of the questions or attempted one part in a limited way
- did not select and organise information to address the question directly
- provided information that was not relevant to a question, e.g. a rote-learned answer
- provided basic or inaccurate sketches, e.g. a high round neck on a female Fosse jazz costume
- sketched general aspects that did not provide a specific example, e.g. a sketch of buildings and people on the street rather than a sketch of a particular breakdance movement example
- did not use sketch boxes to provide illustrated examples
- repeated significant information within a question or between questions
- misinterpreted the elements of dance and described interpretations other than curriculum dance elements.

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

- selected and organised information to address the question directly
- provided information relevant to the question to address the question directly
- demonstrated depth or breadth of knowledge (not both)
- provided specific examples to illustrate points
- provided detailed, accurate, labelled sketches to illustrate examples
- described in detail, often a lot of detail
- provided partial explanations that required the reader to decipher or infer connection between features
- did not explain clearly the links between two aspects
- explained clearly, but without detail
- omitted detailed, specific examples
- did not explain in detail the significance of examples, i.e. what an example illustrated.

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

- selected and organised information to address each question directly, without repetition
- explained clearly and in detail
- showed the links between features, explicitly and clearly
- provided explanations that did not require the reader to decipher or infer connection between features
- explained clearly the links between two aspects
- provided detailed, specific examples
- explained in detail the significance of examples
- frequently used words from the question in their response, e.g. “significant”
- demonstrated depth and breadth of knowledge, through more than one detailed, specific example in a question.

Standard specific comments

Candidates who used the planning page to select and organise their information across the questions in the paper were more able to avoid repetition and show further knowledge in each question.

There were challenges in this examination due to the similarity of the Origins and Purpose topics. Some candidates confused Origins and Purpose. However, the topics are distinct, with the former asking how and where the style began, and the latter focused on why it was and/or is performed. Both questions required candidates to link to movement examples to the topic.

Candidates who responded to a defined style within a genre were able to respond in more depth, detail and specificity. Defined styles and genres that produced good responses were:

- Martha Graham modern dance
- romantic ballet
- Fosse jazz
- South African Gumboot Dance.

Candidates who responded to a broad genre such as jazz, contemporary or ballet, frequently struggled to provide specific information and relied largely on general statements that did not demonstrate sufficient knowledge.

It was pleasing to note candidates who demonstrated an ability to explain and provide higher quality responses relating to South African Gumboot Dance.

A number of candidates misinterpreted the elements of dance, and described performance skills rather than elements – for example, how levels, pathways, focus, direction and range are typically used in the chosen style. The dance elements topic was included in the 2019 assessment specifications for the standard. Dance elements have featured in past examinations and there are exemplar answers on the [NZQA website](#) (2017). In addition, the sector now has a comprehensive resource for student understanding of dance elements in the Level 1 Dance Study Guide. Candidates were expected to understand dance elements and demonstrate knowledge of how dance elements were used in their chosen genre.

Candidates who provided rote-learned answers, for example, about origins of the dance style, found it difficult to explain or describe links between what they described in part (a) and movements in the style in part (b).

[Dance subject page](#)

Previous years' reports

[2016 \(PDF, 215KB\)](#)

[2017 \(PDF, 47KB\)](#)

[2018 \(PDF, 121KB\)](#)