

Assessment Report

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Part A: Commentary

Candidates responded well to the examination and were able to show their level of understanding.

Part B: Report on standards

90861: Demonstrate understanding of a dance performance

Candidates who were awarded **Achievement** commonly:

- were able to engage with the specific dance performance at a basic level
- discussed straightforward ideas in the dance without much explanation or links to a wider context

- were able to discuss isolated elements of the dance performance without making connections to the ideas
- wrote clear descriptions of the dance, without developing their understanding of how dance elements are used to create emotion or ideas
- produced sufficient examples from the dance
- demonstrated knowledge in at least two questions.

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

- lacked a basic understanding of ideas in the performance and had limited knowledge and understanding
- wrote generalised statements, often re-writing the question
- did not answer all questions completely
- showed knowledge in only one of the questions
- demonstrated insufficient knowledge of ideas, dance elements, a repeated feature, and production technologies
- wrote rote-learned answers that did not address the question.

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

- described ideas and themes in some detail with inconsistent development
- supported answers with specific examples from the performance
- could discuss with depth more than one idea from the performance, with a range of examples
- maintained focus on the question in their response
- successfully linked between both parts of the question, throughout their answers
- had a broader understanding of the performance context, and applied this to their answers.

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 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 the use of dance elements/production technology and the complex communication of ideas within the performance.

Standard specific comments

Candidates at Achievement level had sufficient understanding of a basic idea in the dance performance and could state relevant but basic evidence often lacking in dance terminology. Papers were inconsistently completed across three questions.

Candidates at Merit had a more developed understanding of the performance ideas and showed a consistent level of detailed evidence across all questions. Some dance terminology was included and linked to support the idea with specific detail. Candidates lacked the next step to link the dance performance ideas to a social or wider context.

Candidates at Excellence 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. Candidates showed a developed understanding of how the dance performance reflected political and social issues, while clearly linking to specific evidence from the dance performance.

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

- Ghost Dances
- Passchendaele
- Milagros
- Tawhirimatea
- Revelations
- Run

The video resources of these dances include information on the choreographic intention, choreographic features and production technologies, providing candidates with in-depth knowledge of the dance performance.

Candidates who studied performances from YouTube/musicals or performances that were not professionally produced, 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 achieve at Merit/Excellence level.

90005: Demonstrate knowledge of a dance genre or style

Candidates who were awarded **Achievement** commonly:

- described a feature
- attempted to explain simply and clearly in a 'broad sweep' way that required the reader to fill in gaps or make links between sentences/ideas
- provided specific movement examples
- used words from the question in the response.

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

- provided no genre-specific movement examples
- repeated information
- did not use any punctuation, resulting in unclear or muddled ideas and inadequate detail in very long sentences
- relied on general statements
- provided inaccurate information
- used colloquial language or stream-of-consciousness-style writing
- did not attempt all parts of all questions.

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

- addressed the question in the response
- provided specific detailed movement examples
- provided sketches with labels
- used shorter sentences that linked together well to create clarity
- used or attempted to use paragraph structure
- explained the significance of examples or quotes.

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

- addressed the question directly throughout the response
- made a judicious choice of examples that best illustrated the point being made
- provided specific movement examples described in detail
- provided sketches with detailed labels
- used formal language
- provided clear explanation with clear sentences that linked together, with each sentence focused on a detailed, defined idea
- explained the significance of examples or quotes and completed the explanation by linking it to the question or point
- explained more than one detailed specific example or quote
- linked information in part (a) with the explanation or second feature in part (b) to provide a coherent response.

Standard specific comments

Candidates who wrote about a dance style rather than a genre (that is the style of romantic ballet instead of the ballet genre, the style of Martha Graham modern dance instead of the contemporary genre) were better able to provide detail, specifics and demonstrate knowledge.

Candidates are often using or attempting to use literacy strategies such as underlining key words in the question, using words from the question to begin the response and using paragraph structure. These strategies significantly support clarity of response and depth of knowledge in terms of demonstrating

understanding of the context of the dance style and the relationship of the dance style to its context.

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Previous years' reports

[2019 \(PDF, 315KB\)](#)

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

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

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