

Assessment Report

Level 1 Dance 2016

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

Part A: Commentary

The format of the examination for these standards changed in 2016 to three compulsory questions.

Part B: Report on Standards

90861: Demonstrate understanding of a dance performance

Candidates who were awarded **Achievement** commonly:

- showed clear understanding of the dance performance
- sketched aspects of the dance performance with a number of clear labels or brief descriptions to show important information and add detail
- re-stated the question in their opening statement for each question
- described basic ideas in the dance without much explanation or links to a wider context
- described isolated aspects of the dance performance without making connections between them
- provided specific examples.

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

- identified aspects of the dance performance
- described the dance performance in broad or general statements not specific to the dance
- used limited vocabulary specific to the dance performance
- failed to demonstrate an understanding of the structure of their dance performance
- provided responses that did not answer the question.

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

- described aspects of a dance performance in some detail

- supported answers with specific examples from the performance
- discussed with depth more than one idea from the performance with a range of examples
- used dance vocabulary appropriate to the performance
- focused on the question in their response
- provided detailed sketches which were supported by labels and/or written description
- provided unsupported explanations of the effect or purpose of aspects of the dance.

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

- showed a clear understanding of multiple aspects of the performance
- made insightful statements supported by clear explanations and relevant, detailed examples
- used specific terminology to provide detail
- made judicious connections to the importance of the ideas / purpose of the dance
- sketched accurate examples and labelled in detail to describe relevant features
- clearly illustrated the response with specific and detailed evidence that made connections between aspects of the dance and their effect/purpose.

Standard-specific comments

Dance performances that were most likely to lead to candidates demonstrating in-depth or comprehensive understanding of their dance performance include:

- Ghost Dances
- Rotunda
- Passchendaele
- Milagros
- Trees, Birds, then People

Candidates who studied musical theatre or performances from YouTube generally wrote responses relating to the story line or dramatic moments in the production instead of the choreographic and technical aspects of the dance performance. These candidates were often unable to use the material they had studied to write in sufficient depth and detail to achieve at Excellence level.

Successful candidates were able to identify and describe aspects such as an important movement and at least one production technology, and make a link between aspects of the dance.

90005: Demonstrate knowledge of a dance genre or style

Candidates who were awarded **Achievement** commonly:

- showed clear knowledge of the genre / style
- described two aspects of the genre in each question, e.g. purpose and clothing.

- sketched accurate and clearly labelled diagrams to show important features and additional information
- used genre-specific terms, names of movements, productions, choreographers, composers, dates, names of dance companies or schools
- supported their response with brief examples of certain movements, productions or ideas
- provided relevant information for each question
- provided new information in each question and in each part of the question
- attempted to explain the links between features in part (c), providing additional description to supplement their information in (a) and (b).
- understood the genre in the context of its background, and were able to summarise the purpose of the genre and/or how it started
- explained the importance of a feature e.g. how the purpose / origins shaped the clothing/music
- gave some incorrect information, e.g. confused dance companies and schools, for example, Royal New Zealand Ballet School.

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

- described features in broad and general terms, with limited genre-specific information
- repeated information from one part of the question in another part of the question
- sketched one diagram that did not show the movement clearly, where often two or more sketches are needed to show where the body parts move to.

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

- described features in detail, or explained clearly, but not both
- used genre-specific terms accurately e.g. names of movements, productions, choreographers, composers, dates, dance companies or schools
- illustrated their statements with specific examples
- referred to the context, purpose or origins of the style, or linked features with background/context.

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

- explained clearly and in detail the connections between features and background
- explained these connections logically and thoroughly
- illustrated their statements with specific, detailed examples
- made appropriate choices that enabled them to link the three parts of the question together logically and to describe and explain in depth
- described and sketched content that opened up multiple opportunities for clear detailed explanation on several points
- understood how the purpose and origins of the style were integral to the features of the style, or how the style had evolved and developed in contrast to its context

Standard-specific comments

It was pleasing to see that a substantial number of candidates:

- referred to the context and background of the genre or style
- attempted to explain links between features and background, and
- understood the role of purpose, context and origins in shaping the features of the style.

In particular, Fosse jazz candidates linked features of Fosse choreography to social change and social trends. These types of responses reflect the intentions of the standard.

There has been an improvement in the ability of candidates to explain, using focused, concise sentences in a logical order to explain a chain of relationships.

Some candidates did not answer the question, e.g. described how the genre started when asked to describe characteristic movements. Others described features in broad and general terms, with limited genre-specific information, e.g. another genre could easily have been substituted into the answer and it would still make sense.

Despite the important person or group topics being signalled in the 2016 Assessment Specifications, a large number of candidates wrote about a person / group who was not influential to the genre / style. For example, many candidates answering with kapa haka or Samoan dance described a person or group that was important to the candidate personally and had influenced their school cultural group, but had not influenced the genre / style. Successful responses often showed clear influence of a person or group on the popularity of a genre / style in a defined geographical region.

[Dance subject page](#)

Copyright © New Zealand Qualifications Authority