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# 1

90861



908610



NEW ZEALAND QUALIFICATIONS AUTHORITY  
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SUPERVISOR'S USE ONLY

## Level 1 Dance, 2017

### 90861 Demonstrate understanding of a dance performance

2.00 p.m. Thursday 23 November 2017  
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a dance performance.	Demonstrate in-depth understanding of a dance performance.	Demonstrate comprehensive understanding of a dance performance.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You will be given five minutes to read and prepare before the video recording begins to play.

**You should attempt ALL the questions in this booklet.**

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–12 in the correct order and that none of these pages is blank.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

**Achievement**

**TOTAL**

**11**

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NOTES

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QUESTION ONE: A moment that communicates important ideas and/or emotions

draw  
a moment

(Jack in the  
box scene)

← Being trapped  
in, pushed back  
in

QUESTION TWO: A repeated feature (e.g. a movement or shape) a formation or grouping, an air or floor pathway

Sketch

Repeated or  
varied

Why do I think  
its repeated through-out

QUESTION THREE: The relationship between a production technology and movement

~~Props~~ Costume

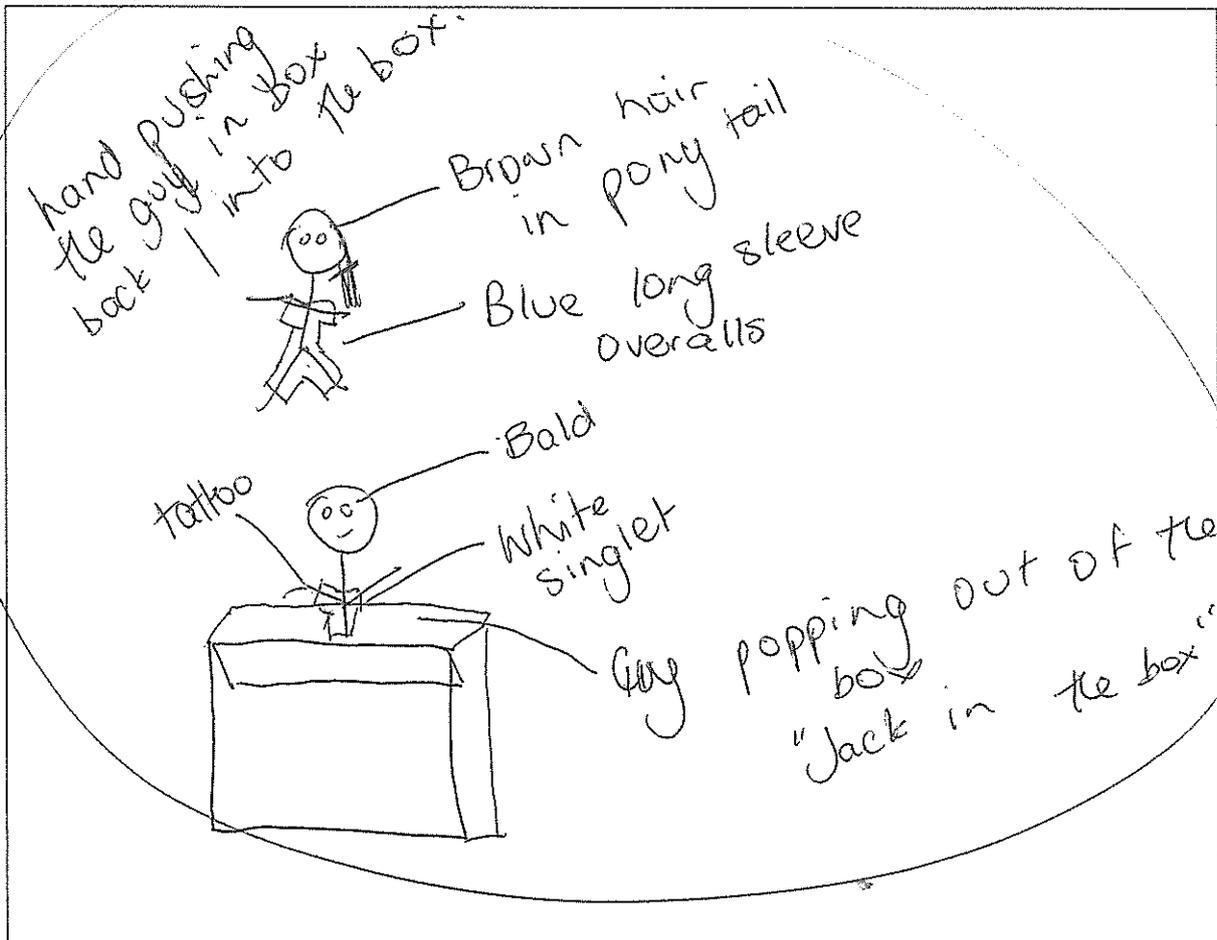
**QUESTION ONE: A MOMENT THAT COMMUNICATES IDEAS AND/OR EMOTIONS**

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- (a) Describe, in detail, the ideas and/or emotions communicated in the dance performance.

At the start of the dance "this way up" choreographed by Catherine Chappell danced by the dance company "touch compass", there is a girl dressed in blue overalls with brown hair tied in a pony tail. There is a bald guy in front of her squished down into this cardboard box who tries to push out every so often. If he pops his hand or head out he is pushed back into the box by her. This communicates important ideas to us watching as it shows us that against his will to try and escape the

- (b) Make a labelled sketch of ONE moment (about 5 seconds long) that communicates important ideas and/or emotions in the dance performance.



- (c) Explain, in detail, how this moment communicates important ideas and/or emotions in the dance performance.

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Give specific examples from the dance to support your response.

box he is restrained to stay in the box. This is trying to portray the idea of being "trapped" or being "restrained" in society because of disabilities. Those who aren't as abled as us because of disabilities are often stereotyped by society. They are seen as less than us and the boxes on the set are to show this: (How they're trapped and stereotyped) when this "Jack in the box" scene is occurring it is to show this ~~that~~

~~\* Question One (A)~~

\* Question One (A)

The ideas being communicated in "this way up" are those of being trapped in, stereotyped, restrained because of disabilities (although those with abilities can also be restrained), or being less capable of ~~they~~ those without the disabilities: eg: missing limbs (arms & legs), being a wheel chair and many more.

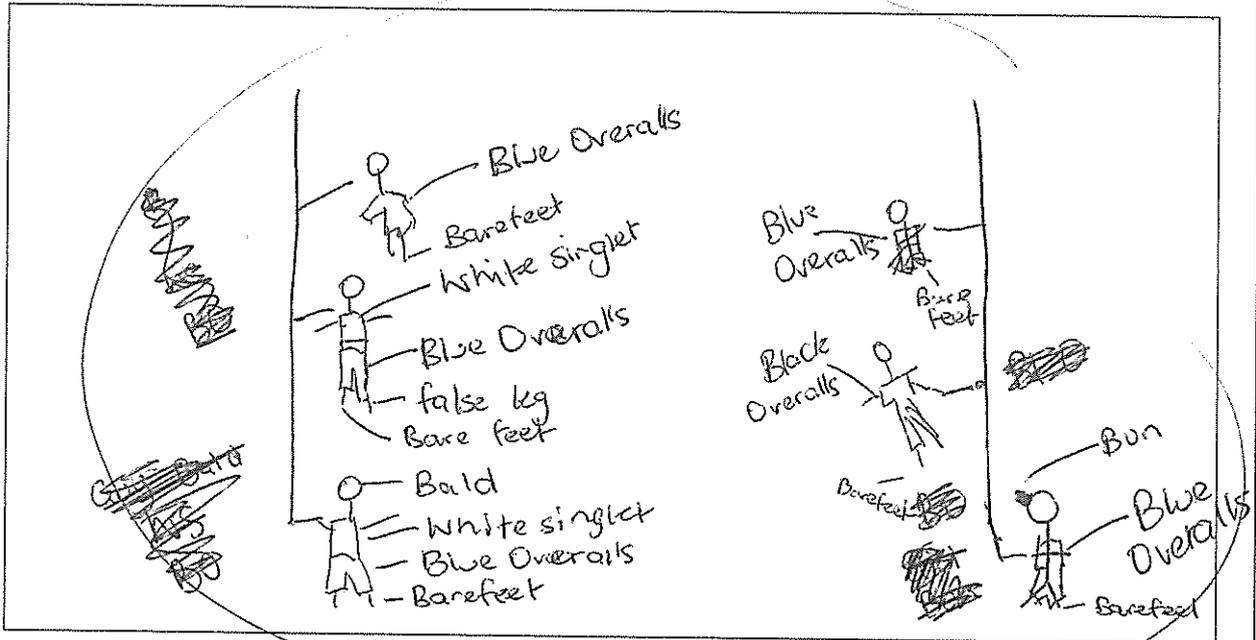
A4

**QUESTION TWO: A REPEATED FEATURE**

Select (✓) ONE feature that is repeated in the dance performance:

- A movement or shape       An air or floor pathway  
 A formation or grouping       Other: .....

(a) Make a labelled sketch of the feature that is repeated in the dance performance.



(b) Describe, in detail, the ways the feature is repeated and/or varied in the dance performance.

The dancers are attached to the harness and are spun around in a circle from the dancers running around on the ground pulling them in a circle. They are spun around many times before letting them go to spin around from the force of being pulled. //

(c) Explain, in detail, why you think this feature is repeated in the dance performance. For example, it might:

- create an emphasis or visual effect
- reinforce the ideas or emotions.

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Give specific examples from the dance to support your response

I think they were pulled around in a circle many times as up in the air it shows/represents their freedom. There is two dancers on one rope hanging, attached by their harnesses at the hip and two dancers on the second rope attached by their harnesses at the hip as well. This creates a visual effect as it is equal and while spinning its symmetrical and they're going around at the same time. With this feature being repeated we contrast the difference from the beginning of the dance performance where they're being boxed in and stereotyped by society → to the aerial movements they're free from all of that and able to do what they want. It is repeated creating a bold idea in our head of "freedom" and alot has changed from the start. The harnesses dont show any kind of restraint ~~is~~ because as well as spinning around in ~~the~~ a circle the dancers are spinning around on their harness/

**QUESTION THREE: A PRODUCTION TECHNOLOGY, AND MOVEMENT**

ASSESSOR'S USE ONLY

Select (✓) ONE production technology that relates to the movements in the dance performance:

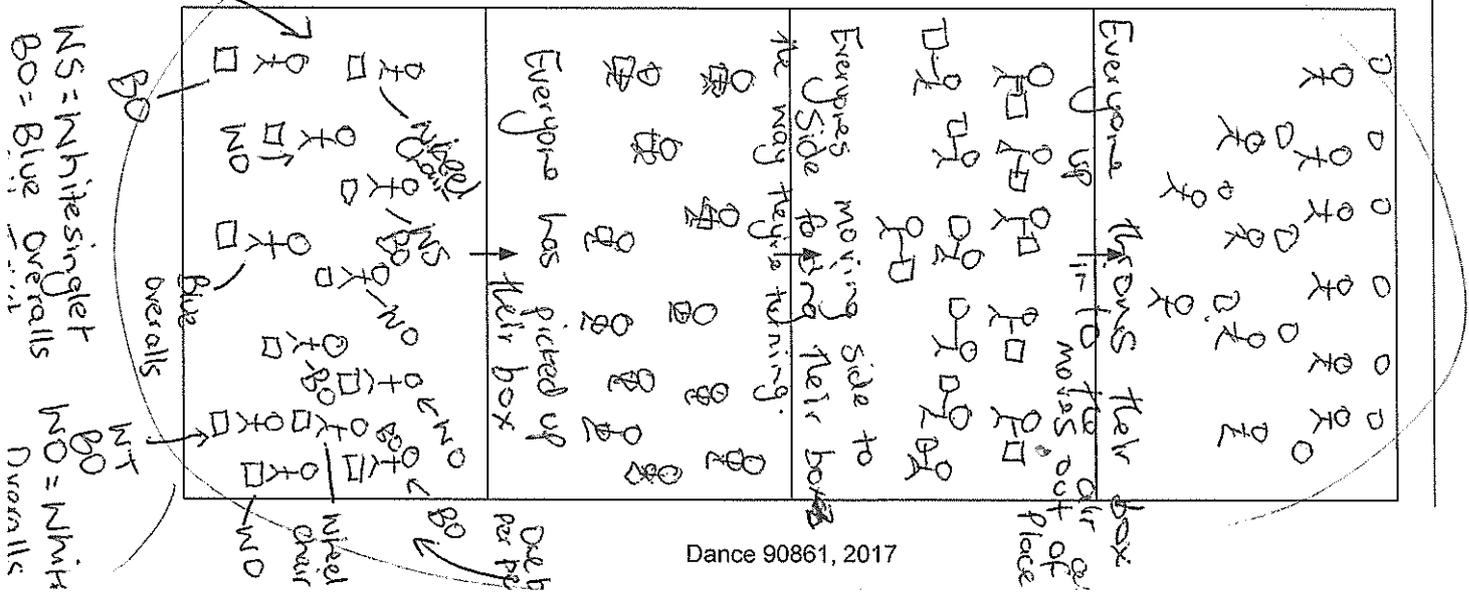
- Costume
- Music or sound
- Lighting
- Props

(a) Describe, in detail, the ways the production technology is seen or used in the dance performance.

The production technology, costume is used in the dance where they're all wearing similar things. The costumes only vary from blue, black or white overalls. If the blue overalls are folded down they're wearing a white singlet as well. There's the odd person wearing a white T-shirt underneath their blue overalls (not folded down to waist. Its overtop of their white shirt). The hair of females is either in a bun or pony tail and everyone is barefoot. ~~This is~~ This is so the dancers all look similar. They don't look too different so its for one cause. Although there is variation its still the same construction looking costume //

Everybody is standing behind boxes.

(b) Make a labelled sketch of ONE movement in the dance performance that has a relationship to this production technology.



(c) Explain, in detail, the relationship between the production technology and movements in the dance performance. You might consider how the technology:

- enhances the movements
- contrasts or supports the movements.

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Give specific examples from the dance to support your response.

The movement I chose to sketch when I thought my production technology that I chose (costumes) enhanced and supported the movement the most was when the dancers are all dancing in ~~the~~ unison, ~~to~~ joining (part a) of the dance and (part b). The dance movements are all the same just as the costumes are all alike if not the same. This makes the movements more effective as we're not distracted by what they're wearing (if they were wearing all different bright colours it would attract our eye and look a lot different). When they're swivelling from side to side with the boxes ~~the~~ we can see their costumes clearly and determine that although they're all different and unique, dancing in unison they've come together as one. Throwing their boxes in the air shows us that they can no longer be boxed in/trapped and they're not allowing someone to have that power over them. They're freed themselves. ~~The~~ their costumes support this movement because they're all choosing this not just one individual.

A3

**Achievement exemplar 2017**

Subject:	Dance	Standard:	90861	Total score:	11
Q	Grade score	Annotation			
1	A4	<p>The candidate has clearly described a moment in the dance and an idea/emotion that is communicated in the dance performance.</p> <p>The description in part (a) clearly describes the context of the performance, detailing two specific aspects within this. The sketch identified in part (b) is further developed in part (c) The candidate demonstrates understanding of the moment and is able to link this to the movement, however, the answer remains generally under developed.</p> <p>The candidate could have included more specific examples from the performance to support their description of the ideas/emotions that are being communicated. They could have focused on developing these ideas with more specific evidence to gain M5.</p>			
2	A4	<p>This answer shows evidence towards A4 rather than M5 due to the lack of evidence that demonstrates an in-depth understanding.</p> <p>The sketch in part (a) clearly describes a repeated feature, further supported in part (b).</p> <p>In part (c) the candidate clearly describes how the repeated feature shows one idea within the dance, however, is unable to develop this answer due to the lack of variation and scope within the feature that has been chosen and limited development of the idea itself.</p>			
3	A3	<p>The candidate identified and described the use of one production technology and the relationship between the movement and technology.</p> <p>The candidate described the production technology with limited detail and connection between the chosen movement and technology.</p> <p>There is some evidence in part (c) that demonstrates limited understanding of how the production technology is linked to the movement. The candidate needed to provide clearer and more detailed evidence of how the production technology impacted on the movement to gain A4.</p>			