

National Certificate of Educational Achievement

2011 Assessment Report

Dance Level 1

- 90861** **Demonstrate understanding of a dance performance**
- 90005** **Demonstrate knowledge of a dance genre or style**

COMMENTARY

Achievement Standard *90004 View, interpret and respond to a dance performance* was replaced with the *90861 Demonstrate understanding of a dance performance*.

The format of both papers (90861 and 90005) required candidates to select three of four questions that they were best able to answer using the dance performance or dance genre or style they had studied. In both exams each question was scaffolded into three parts. Many of the questions included bullet-pointed prompts. The scaffolding and prompts assisted candidates to start answering the question and to give in-depth answers. In order to achieve, candidates were required to use the prompts, or their own ideas, to make specific statements and examples about the dance performance or genre/style. The achievement rate of the candidates overall was high in both exams.

The use of Grade Score Marking in both exams ensured there was provision for candidates to receive credit through N1 and N2 scores, for responses that did not reach the standard for Achievement but that demonstrated some knowledge or ability. Candidates who attempted all three questions were significantly more likely to achieve the standard through the combined scores of questions.

In both papers, there was a substantial issue with a number of candidates completing all four questions when instructions clearly required candidates to select and answer only three.

STANDARD REPORTS

90861 Demonstrate knowledge of a dance performance

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They commonly:

- sketched (and sometimes labelled) drawings
- gave a basic answer to the question or referred to one point rather than multiple points in relation to the question
- showed some knowledge of the dance work
- used one or more of the examples provided in the question to formulate their answer
- did not include specific detail from the dance work to support their answer.

NOT ACHIEVED

Candidates who were awarded Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:

- did not answer the question
- answered the question but the answer had no relevance
- completed fewer than three questions in the paper
- completed only one part of each question e.g. only part (a)
- may have achieved in only one of the three questions e.g. N1, N2, A3
- sketched diagrams that were not labelled or clear
- described aspects of the dance performance incorrectly.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit commonly:

- described the dance performance and the choreographer's intentions
- used detailed and clearly labelled drawings or diagrams to support their answer
- used bullet points to describe aspects
- gave multiple points in relation to the question to support their answer
- showed knowledge of dance vocabulary e.g. dance elements and production technologies

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence commonly:

- underlined key words in the question and used the note-taking page
- supported their answers with detailed and clearly labelled drawings and diagrams, specifying specific limbs, direction, movement quality, focus, and other details relating to the dance performance.
- described very specific detail about minor aspects in addition to other major aspects e.g. for costumes, also described hair and make-up
- showed in-depth knowledge of the dance work.
- made comprehensive links in relation to the choreographers intentions and/or the meaning of the dance work.

OTHER COMMENTS

Candidates who studied well-known works available in schools e.g. *Ihi frenzy*, *This Way Up*, *Mauri*, *Outside the Square*, *Kura* were better able to write in-depth answers, particularly in relation to the choreographer's intention(s). Another performance that enabled candidates to produce thorough answers was Christopher Bruce's *Rooster*.

90005 Demonstrate knowledge of a dance genre or style

COMMENTARY

There was a noticeable rise across the cohort in the quality of knowledge and the ability of candidates to demonstrate knowledge. This is likely due in part to the inclusion of topics in the Assessment Specifications.

There was a significant increase in the incidence of successful responses. These were characterised by:

- diagrams of movement examples that linked to and illustrated candidates' written responses, and that showed knowledge of specific movements in the genre
- clear explanations
- frequent specific examples in written responses. These provided clear evidence of the candidate's knowledge of the selected genre and added depth to the answer.

There is still a tendency for some candidates to repeat the bullet points provided. Candidates need to understand that they are required to give additional information beyond the bullet points to demonstrate their knowledge.

Candidates appeared to have difficulty describing features of the chosen genre. For example, in Question One (Costumes), having drawn a diagram of the costume in part (a), candidates tended not to describe features of the costume in part (b) but went straight to explaining the reasons for the costume in this section of the question. The same information was then repeated in part (c). This situation was similar for Question Three (Skills). It should be noted that “describe” is the fundamental skill required for Achievement in this standard.

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They commonly:

- possessed knowledge about the chosen genre
- demonstrated their knowledge clearly
- provided accurate diagram examples that clearly illustrated their points
- labelled diagrams to identify important features such as “straight leg”, “body upright”, or “strength and balance needed to stay en pointe”
- gave examples as part of written responses to illustrate their points
- used some essential genre-specific terms, though these may not be entirely accurate, such as “tutu”, “on point”, or “puipui”
- provided new information in most responses
- demonstrated knowledge with some consistency across two or more parts of the question and across more than one question in the paper.

NOT ACHIEVED

Candidates who were awarded Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:

- completed fewer than three questions or demonstrated knowledge inconsistently
- possessed knowledge of the chosen genre but did not clearly demonstrate this knowledge. Instead, knowledge was inferred or implied
- identified skills or movement sources from the bullet points provided but did not provide additional information beyond these by describing them
- offered diagram examples that did not link to the written response
- offered diagram examples that did not illustrate the candidate’s point, often because of the absence of labels
- offered diagram examples that were generic movements or vague body shapes that were not typical of the selected genre and did not show knowledge of the style i.e. the diagram was an inaccurate representation of movement from the genre
- provided information that was applicable / generic across dance forms and not specific to the chosen genre, e.g. “you can learn this style by watching it in movies, youtube or other dancers” (unless of course, the information was directly relevant to the genre such as hip hop).

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit commonly:

- described features of the genre with detail and depth and used genre-specific terms
- provided diagrams of movement examples that linked to and illustrated written responses with some depth through labelling, and showed knowledge of specific movements in the genre
- explained clearly the links between features (part (c)), including a range of features
- illustrated written responses with frequent specific examples, for example, identifying a typical movement by its genre-specific name, identifying a particular scene in a production followed by a brief description of the costume, or the name of a production followed by a brief outline of the story/idea
- did not repeat examples from one question in another question but gave new examples, thereby giving more information and demonstrating further knowledge
- demonstrated in-depth knowledge with consistency across two or more parts of the question.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence commonly:

- described features of the genre comprehensively
- provided diagrams of movement examples that clearly linked to and illustrated written responses with detailed labelling, and showed knowledge of a wide range of specific movements in the genre
- explained the links between features (part (c)) clearly, logically, thoroughly, and in detail
- provided specific and detailed examples to illustrate points – for example, the genre-specific name of a typical movement followed by a clear description of it; or a particular scene in a production, year and choreographer/dancer followed by a detailed description of the costume; or the name of a production, year, choreographer and composer followed by a detailed synopsis of the story/ideas communicated
- used genre-specific terms fluently followed by explanations or definitions of each
- did not repeat examples from one question in another question but gave new examples, thereby giving more information and demonstrating further knowledge.