

# **National Certificate of Educational Achievement**

## **2012 Assessment Report**

### **Dance Level 1**

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

## COMMENTARY

The format of both papers (90861 and 90005) required candidates to select three of four questions. The three selected were meant to be the best to use the dance performance or dance genre or style they had studied. In both exams each question was scaffolded into two parts, (a) and (b). The (a) part question had two parts, providing students opportunity to give specific examples through sketching. The (b) part question typically required students to explain, making links between the features they described in (a).

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 students overall was high in both exams. The rate of students not achieving was low.

The use of grade-score marking in both exams ensured there was provision for students to receive credit through N1 and N2 scores, for responses that did not reach the standard for achievement but which 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.

There was an issue with a number of candidates completing all four questions when instructions clearly required candidates to select and answer only three questions. These candidates forfeited the opportunity to select the most suitable questions for their performance or genre/style and work to their strengths. In this case, only the first three questions answered were marked.

## STANDARD REPORTS

### **90861 Demonstrate understanding of a dance performance**

#### **ACHIEVEMENT**

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

- sketched and sometimes labelled drawings
- identified the ideas/feelings (plural) communicated in the dance work
- gave detailed answers that addressed just part (a) of the question
- demonstrated some knowledge of the dance work
- included general details from the dance work to support their answer
- used one or more of the examples provided to formulate their answers
- provided new information in most responses.

## **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- completed fewer than three questions or demonstrated inconsistent knowledge
- attempted to answer only part (a) of a question
- achieved in only one of the three questions e.g. N2, N2, A3
- sketched unclear diagrams that were not labelled
- provided incorrect descriptions of the dance work
- gave only one idea/feeling in Question Two when two were asked for.

## **ACHIEVEMENT WITH MERIT**

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

- described in detail the ideas/feelings communicated in the dance
- understood the choreographic intention
- drew detailed and labelled sketches (with some technical or style specific vocabulary) that clearly linked to the written response
- used the examples in the question as a guide thereby giving more information and demonstrating further knowledge
- showed knowledge of dance vocabulary e.g. some technical or style specific terms and dance elements.

## **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 typically:**

- highlighted key words and included these in their responses
- drew detailed sketches and labelled them with technical or style specific terms
- provided comprehensive detail with the description of the production technology e.g. SOUND/MUSIC: mood, instruments, timbre, rhythm, beat/pulse/time signature, tempo, manner played, discordant; COSTUME: design/style, fabric, texture, era, manner worn, make-up, hair, accessories, symbolism of colour; LIGHTING: mood, effect, cyclorama, type- Fresnel, spotlight, side-light, foot-light, barn-door; direction, intensity, symbolism of colour; SET: stage placement- US,DS,CS; size, materials, construction, effect, mood; PROPS: size, shape, effect, usage, entrances/exits, material, symbolism of colour
- demonstrated a wide-ranging understanding of the ideas communicated and the choreographic intention.

## **OTHER COMMENTS**

Candidates who studied well-known works available in schools (e.g. *Queen Camel*, *This Way Up*, *Mauri*, *Kura*, *Milagros* and *Poor Boy* etc.) were better able to write in-depth answers. These DVDs provide commentaries on choreographic intention, processes and production technologies and help candidates to demonstrate a comprehensive understanding of a dance performance.

Candidates who studied dance works from movies wrote more about the story and the movie rather than directly addressing the question. The Dance Assessment Specifications state that dances from movies are not recommended.

## **90005 Demonstrate knowledge of a dance genre or style**

### **ACHIEVEMENT**

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

- established knowledge of the chosen genre
- demonstrated their knowledge clearly
- provided accurate diagram examples which clearly illustrated their points
- used labels on diagrams to identify features such as “straight leg”, “bent knees”, “shoulders hunched”, “body upright” or “strength and balance needed to stay en pointe”
- used labels to point out what the diagram showed and how it related to the written response
- gave examples as part of written responses to illustrate their points
- used genre-specific terms, though these may not be entirely accurate, such as “tutu”, “on point” (for *en pointe*) or “puipui” (for *piu piu*)
- provided new information in most responses
- demonstrated knowledge with some consistency across two or more parts of the question, often with a description and an example
- demonstrated knowledge with some consistency across two questions in the paper
- used a range (4–5) of the bullet point starters offered but gave a small amount of new information for each
- repeated information from the diagram in the written response, losing the opportunity to give new information and show more knowledge
- used some key terminology associated with the genre or style, e.g. movement/step names, instruments, musicians, composers, costume components, historical references.

### **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- completed one or two parts of the question
- did not complete three questions
- gave responses which implied the candidate had knowledge of the genre but did not clearly establish and demonstrate that knowledge
- selected and repeated from the bullet points provided but did not offer additional information, for example by describing, or giving examples to illustrate
- offered inaccurate diagram examples which did not represent body shapes or costume design specific to and typical of the genre, but were instead generic movements or vague body shapes that may be seen in any form of dance or even non-dance activities, for example, standing, or an x-body shape, a triangle for a skirt
- offered diagram examples without labels, which give limited information/knowledge and did not point out what the diagram illustrated to the marker
- demonstrated knowledge inconsistently in only one part of the question.

## **ACHIEVEMENT WITH MERIT**

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

- described features with detail and depth
- provided diagrams of movement examples which linked to and illustrated written responses with some depth through labelling
- showed knowledge of specific movements in the genre
- selected 1–3 bullet points provided, and explained these in depth
- explained clearly the links between features (part (b)), 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 sound and movement or costume, or the name of a production followed by a brief outline of the story/idea
- used genre-specific terms frequently
- did not repeat examples from one question in another question but gave new examples, thereby giving more information and demonstrating further knowledge
- gave responses in part (b) that explained the point, rather than repeating the bullet point followed by a statement or example only
- demonstrated in-depth knowledge with some consistency across two or more parts of the question
- usually described in detail, gave a specific example and/or a clear/detailed explanation.

## **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 typically:**

- described features of the genre comprehensively
- made links between features or between features and background
- candidates who used movement examples to show visible influence and impact of people/events/places on the genre were able to make these links most clearly
- provided diagrams of movement examples which clearly linked to and illustrated written responses with detailed labelling
- showed knowledge of a wide range of specific movements in the genre
- explained the links between features (part (b)) 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
- offered explanations or definitions of genre-specific terms used
- did not repeat examples from one question in another question but gave new examples, thereby giving more information and demonstrating further knowledge
- demonstrated detailed and thorough knowledge with some consistency across two or more parts of the question
- usually described comprehensively, gave a detailed example and/or a detailed and/or thorough explanation.

## **OTHER COMMENTS**

Candidates who selected bullet points particularly relevant to their chosen genre and expanded on these with information additional to that in the bullet points were able to show in-depth knowledge of the genre/style.

Responses which built a detailed answer around 1–2 bullet points with specific examples were likely to be awarded a higher grade as the response generally showed the required depth. Generally, candidates showed more knowledge by explaining one or two points in depth than by skimming over and including all bullet points. Candidates should not feel restricted to the bullet points and are welcome to respond with their own ideas and points, supported by clear explanations and specific detailed examples.