

National Certificate of Educational Achievement

2013 Assessment Report

Dance Level 1

90861 Demonstrate understanding of a dance performance

90005 Demonstrate knowledge of a dance genre or style

COMMENTARY

In both standards a large number of candidates answered all four questions, instead of selecting only three questions as outlined in the examination instructions. Candidates who answered all four questions and did not indicate which three they were submitting had the first three questions in the paper 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:

- identified and described aspects of the dance performance
- wrote appropriate answers in parts (a) and (b) of each of the chosen questions
- provided new information in part (b) that was relative to part (a)
- communicated ideas with some clarity
- showed a literal interpretation of the dance performance
- gave general descriptions of aspects of the dance performance
- sketched aspects of the dance performance and provided labels and brief descriptions of these aspects.

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:

- provided inaccurate information
- responded to part (a) of the questions appropriately, however, failed to provide any new information in parts (b) or (c)
- attempted responses in only part (a) of the questions
- attempted fewer than the required three questions
- gave irrelevant information that showed misinterpretation of the questions.

ACHIEVEMENT WITH MERIT

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

- provided explanations for the effect and/or purpose of various aspects of the dance performance
- provided new information in (c) that built on the information and ideas that were described in (a) and (b)
- wrote some specific information when describing costume, movement, music/sound and ideas, and/or feelings
- gave examples to support descriptions of aspects of the dance performance
- communicated the choreographic intention clearly and with some detail
- sketched relevant and detailed diagrams.

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:

- completed thorough responses in parts (a), (b) and (c) for the three chosen questions
- wrote answers that were supported with a variety of relevant and detailed examples
- communicated an insightful and perceptive understanding of the dance performance
- integrated points from parts (a) and (b) to form links, in a clear explanation of the effect/purpose for various aspects of the dance performance in (c).

OTHER COMMENTS

As recommended in the Dance Assessment Specifications, dance performances that provided sufficient scope in which to allow candidates to show evidence at every level of achievement included performances such as This Way Up, Kura, Poi, Mauri, Rooster and Milagros. Many of these resources provide candidates with interviews from the choreographer and supplementary information regarding choreographic intention and features, movement phrases and production technologies.

Candidates who studied dance performances from films generally wrote responses relating to the storyline or dramatic moments in the film rather than the features of the dance performance.

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:

- identified features (e.g. body parts, purpose, time period, skills) that were appropriate to the style/genre
- described the features of the genre/style as prompted by the question
- answered the question by giving information that was relevant to the question topic
- provided an accurate sketch with some labels
- provided a brief specific example(s) from the genre
- demonstrated knowledge at achieved level in two parts of the question
- may not have adequately answered part (c)
- had the codes *d* (describe) and an *eg* (example) OR *exA* (Achieved explanation).

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:

- identified features (e.g. body parts, purpose, skills) that were not appropriate for the genre/style
- identified features but did not describe them
- confused genre and example by describing an example of the genre but not the genre itself, e.g. described the set of a specific performance rather than describing venues where the genre/style was typically performed
- described features very briefly
- demonstrated knowledge in only one part of the question

- used genre-specific terminology rarely
- made general statements that could apply to many dance genres/styles and were not specific to the genre/style studied
- repeated bullet points or an example offered in the question without providing new information.

ACHIEVEMENT WITH MERIT

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

- showed in-depth and detailed knowledge with either depth or breadth in the response
- identified features that were most appropriate for the genre/style
- described the features of the genre/style in detail OR explained clearly and in detail the connection between features, or between features and background
- gave specific examples from the genre/style and described these in some detail
- provided accurate sketches with a number of labels
- used genre-specific terms such as batteria, quilombos, proscenium arch, arabesque
- provided definitions of genre-specific terms, e.g. gancho (fish hook kick)
- explained clearly the connection or link between features in part (c)
- gave further descriptions in (c) which added detail to rest of the answer, or a statement and a detailed example with no explanation of what the example showed about the genre
- had the codes *dd* (describe in detail), *egs* (specific example) and/or *exM* (Merit explanation - clearly, in detail).

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:

- showed comprehensive knowledge with depth and breadth in the response
- described features of the genre/style in detail AND explained in detail the connections between features, or between features and background
- provided detailed examples which illustrated the candidate's statements about the genre/style
- explained the relevance of the example to the statements about the genre/style
- used a range of genre-specific terms fluently throughout the responses
- provided detailed, accurate sketches with a number of labels or detailed labels showing a range of knowledge, for example, a venue diagram might show a range of features of a marae, or of a theatre such as Up Stage, Down Stage, Stage Right, Stage Left, wings, cyclorama, apron, proscenium arch, tormentors, teaser, royalty boxes, standing boxes, stalls, balcony, circle
- had the codes *dc* (describe comprehensively) *egd* (detailed example) and *exE* (Excellence explanation - detailed or detailed and thorough).

OTHER COMMENTS

The choice of genre or style contributed to the candidates' ability to show depth of knowledge and understanding. Candidates who studied a particular style within a genre showed greater depth of understanding than those who studied a genre.

Examples include:

- the style of Martha Graham technique instead of the wider genre of contemporary dance
- the style of breakdance, or popping and locking, instead of the wider genre of hip hop.