

National Certificate of Educational Achievement

2014 Assessment Report

Dance Level 1

90005 Demonstrate knowledge of a dance genre or style

90861 Demonstrate understanding of a dance performance

COMMENTARY

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/style they had studied. In both exams each question was scaffolded into three parts, (a), (b) and (c).

In parts (a) and (b) candidates were required to sketch and describe to show knowledge or understanding of the dance performance or genre/style. Part (c) provided opportunity for candidates to explain the links between key aspects of the performance or features/background of the genre/style. Part (c) also enabled candidates to show further knowledge at Achieved and Merit levels.

All questions included bullet-pointed prompts to assist candidates to start answering the question and to give examples of how the question may be answered. Candidates were required to use the prompts as starting points, or their own ideas, to make specific statements and/examples about the dance performance or genre/style. Some candidates may have limited themselves by using just the bullet-points provided rather than making statements relevant to the dance performance or dance genre/style they studied.

Where a candidate answered four questions and crossed out or noted the question they did not want marked, markers marked the remaining three questions. 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

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 commonly:

- described a range of features of the dance genre/style
- answered questions with information relevant to question topics
- expressed ideas directly and clearly
- used genre-specific terms, e.g. names of movements or steps, instruments, costume components, musicians, composers
- showed knowledge of the background or context of the genre – it historical, physical, social, economic or political
- provided a number of examples from the genre/style
- provided accurate sketched examples and labelled relevant features of the sketch
- referred to the sketched example in the written response
- demonstrated knowledge in two or more parts of each question.

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 commonly:

- showed a narrow knowledge of the genre
- described features briefly
- identified features but did not describe them
- demonstrated knowledge in only one part of the question
- gave limited information beyond bullet point prompts
- made general statements that applied to many dance genres and were not specific to the style studied
- provided rote-learned responses
- rarely used genre-specific terminology or used it 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 features of the genre/style in detail
- supported answers with detailed and specific examples eg “In the ‘Mungojerrie and Rumpleteazer’ scene in the musical ‘Cats’....”
- explained or defined genre-specific terms used
- explained clearly and in detail the relationship between features, or between features and background/context
- addressed the response directly to the question
- maintained their focus on the question in their response to 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 comprehensively AND explained in detail relationships between features, or between feature and background/context
- provided breadth AND depth through several in-depth points in each response
- integrated information into their own understanding
- re-organised information to target questions directly
- provided context for answers by linking information to questions and genre/style
- showed perceptive understanding of background and its influence on features
- provided several detailed, specific examples in each answer
- sometimes made comparisons with other styles or genres to clarify a point.

OTHER COMMENTS

Candidates who answered with a tightly focused, well-defined dance style such as 'Martha Graham contemporary dance' were able to show more in-depth, detailed knowledge than candidates who answered with a broad genre such as 'contemporary dance'.

Examples of dance genres/styles that enabled candidates to achieve at all levels, including Excellence:

- capoeira
- Martha Graham contemporary dance
- Argentinian tango
- clearly-defined styles of ballet (e.g. classical ballet, romantic ballet)
- musical theatre
- Fosse jazz
- South African gumboot dance
- early breakdance.

90861 Demonstrate understanding of a dance performance

ACHIEVEMENT

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

- described a literal interpretation of the dance performance
- identified choreographic and design aspects of the dance performance
- sketched aspects of the dance performance and provided labels and brief descriptions
- gave general, rather than specific, descriptions of aspects of the dance performance
- used the bullets points provided to address the question but did not provide supporting explanations or evidence.

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 commonly:

- misunderstood key words in the question (e.g. unison, movement, moment)
- provided inaccurate information
- responded to part (a) of the questions but did not provide any new information in part (b) and/or (c)
- gave irrelevant information that showed misinterpretation of the questions
- drew incomplete and/or unidentifiable sketches.

ACHIEVEMENT WITH MERIT

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

- sketched relevant and detailed diagrams
- gave appropriate examples, in some detail, to support descriptions of key aspects of the dance performance
- provided explanations for the effect and/or purpose of various aspects of the dance performance
- provided new information in (c) that linked and built on the information and ideas that were described in (a) and (b)
- made superficial links between the described aspects of the dance and their effect/purpose in the context of the dance performance.

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:

- communicated insightful and perceptive understanding of the dance performance
- linked previously described aspects clearly with the wider context of the dance performance
- wrote answers that were supported with a variety of relevant and detailed examples
- used the bullet points provided in c) to aid in their response, but were able to explain beyond the practical elements of the dance and thoroughly discuss even the most subtle aspects of the ideas/moods/feelings created.

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 Kura, Poi, Mauri, Rooster, This Way Up, and Milagros. Many of the resources that included these dance performances provide candidates with interviews with the choreographer and supplementary information regarding choreographic intention and features, movement phrases and production technologies.

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

Candidates may refer to sections of the dance not shown in the recorded section to support their answer, but whole answers should not be based on material not present in the dance excerpt used.