

2015 NCEA Assessment Report

Dance Level 1 90861, 90005

Commentary

Comment on the overall response of candidates to 2015 examinations for all achievement standards covered by this report.

Both exams required candidates to select three of four questions to answer. Candidates who chose three questions relevant to their studied dance performance or genre, and provided appropriate answers in all parts of each question, were more likely to be awarded with Achievement or higher.

Candidates who answered all four questions and did not indicate which three they were submitting had the first three questions in the paper marked.

Some questions in the exams included bullet-points to provide suggested features or explanations.

Many candidates tried to make their answers fit the given bullet-points resulting in limited answers or choices irrelevant to their dance performance/genre. Candidates are expected to expand their descriptions or explanations beyond the bullet-points provided, or give their own explanations relevant to their dance performance/genre.

Candidates who answered the question where asked, that is, described in the first two parts of the question and explained in the third part of the question, were able to give a more detailed answer and show more knowledge. Candidates who went straight to explaining in (a) invariably found it difficult to give more new information in the third part of the question.

Successful candidates used labels to link their sketches to their text/written answers, highlight key features, and add detail.

Report on standards

1. Assessment Report for 90861: Demonstrate understanding of a dance performance

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> described more than one aspect of the dance performance, i.e. costume, ideas, movements, space, music/sound sketched aspects of the dance performance and provided some labels and brief descriptions gave general and unsupported descriptions of aspects of the dance performance.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> identified aspects of the dance briefly described one or more aspect from the dance performance sketched aspects of the dance without providing labels or descriptions provided inaccurate information repeated information across questions.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> described various aspects of the dance performance in detail sketched detailed sketches supported by labels and/or a written description provided an unsupported explanation of the described aspects purpose or effect responded in part (a) and (b) in some detail.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> gave relevant and detailed descriptions of various aspects of the dance, and supported them with examples sketched relevant and detailed sketches supported by labels and/or a written description communicated the relationships between the aspects described, and the effect/purpose of the aspects

	<ul style="list-style-type: none"> • chose aspects of the dance performance to discuss purposefully in order to best showcase their understanding • displayed some insight into the overall purpose and meaning of the dance performance.
Standard specific comments	<p>As recommended in the Dance Assessment Specifications, dance performances that provided sufficient scope to enable candidates to show evidence at every level of achievement included performances such as Kura, Poi, Mauri, Rooster, This Way Up, and Milagros. The video resources of these dances include information on choreographic intention, choreographic features and production technologies providing students with in-depth knowledge of the dance performances.</p> <p>Candidates who studied performances from films or musicals generally wrote responses relating to the storyline or dramatic moments in the production or videography instead of the choreographic and technical aspects of the dance performance. Competition dance performances also tend to lack depth of concept required for candidates to achieve at Excellence level.</p>

2. Assessment Report for 90005: Demonstrate knowledge of a dance genre or style

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> • clearly demonstrated their knowledge of the genre • answered questions with information relevant to question topics • expressed ideas clearly and directly • made a statement with examples or some evidence that clearly supported the statement • re-stated the question in the opening statement to ensure information answered the question • used genre-specific terms • provided some dates • provided a number of examples from the genre • provided accurate sketched examples with relevant features labelled • referred to the sketch in the written response • demonstrated knowledge in two or more parts of the question • often provided a series of simple sentences without developing, expanding or extending the points made.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> • implied knowledge but did not establish and clearly demonstrate it • speculated in regard to the question but did not make concrete points/statements • wrote general statements • showed knowledge in only one part of the question • identified a number/range of features but did not describe them • provided rote-learned responses that did not answer the question.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> • described features in some detail • supported answers with detailed and specific examples from the genre • started to explain and expand on the point made • used genre-specific terms • explained or defined genre-specific terms • explained clearly the relationship between features and context/background, contributing more evidence of description and knowledge to part a) • maintained focus on the question in their response to the question.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • manipulated information to address the question directly • made judicious choice of points, describing and explaining the most appropriate reasons for participation, skills etc. • made insightful statements supported by clear explanation and illustrated by specific detailed examples

	<ul style="list-style-type: none"> • showed perceptive understanding of context/background and its influence on features of the style • confidently explained the relationships between context and features • provided several detailed, specific examples in each answer • integrated information into their own understanding, or showed integration throughout the answer • sketched accurate examples and labelled them to highlight relevant features, illustrating and making links to points in the written answer.
<p>Standard specific comments</p>	<p>Candidates who wrote about a clearly defined style, for example, defined by a time period or choreographer, were able to respond in more depth.</p> <p>Candidates who could explain the relationship between features of the genre and its context or background showed greater understanding of the genre.</p> <p>Candidates responding with Musical Theatre often identified disciplines e.g. singing, acting, dancing, rather than skills, had difficulty writing about context and seemed to find it difficult to explain in detail. A more defined style such as Fosse jazz is often successful at all levels of achievement.</p>