

Assessment Report

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Level 1 Dance 2021

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Part A: Commentary

There was a significant change in the examination format this year. This was the removal of bullet points, which required candidates to unpack the question without limiting them to the bullet points provided. There was also a reduction in space for Part (a) across all questions. This reduction was intended to give candidates additional space in Part (b). This enabled candidates to continue the description aspect of the question and utilise the space to make specific links and provide additional information. Candidates who were able to discuss a range of features / movements, linking specific and relevant evidence and making connections to the wider context of the performance / genre / style, achieved at a high level.

Candidates who showed a developed understanding of how the cultural, political, and / or social issues were reflected in, or informed, a piece of dance / genre or style, demonstrated a high level of thinking and achieved at Excellence.



Part B: Report on standards

90861: Demonstrate understanding of a dance performance

Examinations

The examination consisted of three questions; candidates were required to respond to all three. The questions required candidates to demonstrate knowledge of a chosen dance genre or style. The questions covered the requirements of the 2021 Assessment Specifications, which were: typical clothing, purpose, characteristic movement, and circumstances and conditions. The questions required candidates to apply their understanding of the dance genre or style, identifying and describing key features of the dance genre or style and explaining the connection between the features, or between a feature and the background or context of the genre or style.

Observations

Candidates who wrote about a clearly defined style, for example, defined by a time period or significant person, were able to respond in more depth. Candidates who could explain the relationship between features of the genre and its context or background showed greater understanding of the genre. Candidates who relied solely on describing features of the dance genre or style and / or a limited understanding of the social / cultural importance of the genre or style, did not achieve at Merit or Excellence.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- attempted to explain simply and clearly
- demonstrated knowledge through clear description
- used some genre-specific terminology
- provided accurate sketches with labels for additional information
- used words from the question in the response that did not address the question
- occasionally used slang or colloquial terms.

Candidates who were awarded **Not Achievement** commonly:

- confused formations with movements
- showed limited understanding of a time or place when circumstances or conditions had an impact on the genre or style
- wrote general statements, showed limited ability to communicate ideas clearly
- did not relate their answers to the question, often re-writing the question
- used colloquial language or gave a stream-of-consciousness response
- did not attempt all of the questions.

Candidates who were awarded **Achievement with Merit** commonly:

- provided specific movement examples described in detail, for example, using elements of dance words
- provided detail in the form of genre-specific terminology, dates, names, or quotes
- provided sketches with labels to support them
- showed a high level of understanding in at least one of the questions and added more detail in their answer.

Candidates who were awarded **Achievement with Excellence** commonly:

- used words from the question in the response in the correct order to address the question, and made an effective choice of examples that best illustrated the point being made
- provided specific movement examples that were described in detail
- provided sketches with detailed labels
- provided clear, cohesive explanations, with each sentence focused on a detailed, defined idea
- explained the significance of examples or quotes, and completed the explanation by linking it to the question or point
- explained more than one detailed specific example or quote

- linked information in part (a) with the explanation or second feature in part (b) to provide a coherent response.
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90005: Demonstrate knowledge of a dance genre or style

Examinations

The examination consisted of three questions; candidates were required to respond to all three. The questions required candidates to demonstrate knowledge of a chosen dance performance. The questions covered the requirements of the 2021 Assessment Specifications, which were: an important movement, repeated movement(s), costume or sound, and the title of the dance. The questions required candidates to apply their understanding of the dance performance, identifying and describing key aspects of the dance performance and explaining the relationships between the key aspects, with specific examples.

Observations

As recommended in the Dance Assessment Specifications, dance performances that provided sufficient scope for candidates to show evidence at every level of achievement included performances such as: Ghost Dances, Passchendaele, Milagros, Tawhirimatea, Revelations, and Run. The video resources of these dances include information on the choreographic intention, choreographic features, and production technologies, providing students with in-depth knowledge of the dance performance. Candidates who studied performances from YouTube / musicals or non-professional performances 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. These performances lacked the relevant detail / depth of concept required for candidates to achieve at Merit or Excellence level.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated knowledge in at least two questions
 - were able to identify and describe isolated movements sufficiently using the body dance element
 - relied somewhat on timecodes
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- attempted to explain and clearly link ideas with some genre-specific terminology
- provided key information relating to movement and ideas, with some links to the movement title
- used personal knowledge and understanding which may not have aligned with the choreographer's intention and ideas communicated.

Candidates who were awarded **Not Achievement** commonly:

- wrote rote-learned answers that did not address the question
- wrote generalised statements, often re-writing the question
- did not answer all questions completely
- used colloquial language
- relied solely on timecodes without describing movement
- identified movements with a name but did not describe them, e.g. 'the strut'
- named or identified aspects of the dance performance but did not describe them
- showed limited understanding of the dance and omitted vital features, with unclear details or brief responses
- showed limited understanding to communicate ideas clearly, provided inaccurate information – for example, personal opinion rather than details about the dance
- may have written about a dance that had few resources available for in-depth learning and understanding, e.g. 2x2x2 by Touch Compass.

Candidates who were awarded **Achievement with Merit** commonly:

- described movements using words from a range of dance elements, including space, time, energy, relationships, and body
- provided detail in the form of full names of dancers, choreographers, designers, quotes, genre-specific terminology, details of fabrics worn and stylistic features, details of instruments or programmes used to create sound, the process of making sound or costume, dates, and historical facts relevant to ideas or choreographic intention

- generally used words from the question in the correct order to address the question
- successfully linked between both parts of the question throughout their answers
- produced accurate sketches with labels and a clear and succinct relevance to the question
- used extra paper for part (a) to provide a detailed description.

Candidates who were awarded **Achievement with Excellence** commonly:

- had a strong understanding of multiple aspects used in the performance.
- made insightful statements supported by clear explanation and provided additional, detailed relevant examples
- confidently used specific terminology and formal language
- linked information in part (a) with the explanation or second feature in part (b) to provide a coherent response
- made insightful quote(s) from choreographer, costume designer or composers, and explained the significance or relevance of the quote to support their answer
- provided detail in the form of full names of people involved, details of fabrics worn and stylistic features, details of instruments or programmes used to create sound, the process of making sound or costume, dates, historical facts relevant to ideas or choreographic intention, and detailed movement descriptions using a range of dance elements.
- provided clear and accurate sketches, with detailed labels, that had a clear and succinct relevance to the question and made perceptive connections between aspects of the dance
- usually used extra paper (back page), especially for part (a).

[Dance subject page](#)

Previous years' reports

[2020 \(PDF, 170KB\)](#)

[2019 \(PDF, 315KB\)](#)

[2018 \(PDF, 121KB\)](#)

[2017 \(PDF, 47KB\)](#)

[2016 \(PDF, 215KB\)](#)