

Subject: Dance

Level: 1

Standards: 90005, 90861

Report on standards

90861: Demonstrate understanding of a dance performance

Examination

Candidates are expected to describe the main ideas or intention of the dance and provide evidence (example) specific to the dance performance to Achieve. General statements or statements which may apply to multiple dance styles/genres without examples or information specific to the style in question are not sufficient.

Excellence requires an explanation of links between features and/or background. Responses that demonstrated detail and specificity but did not explain clearly for Excellence and address the question clearly were awarded Merit.

The Intentions and Ideas topics are closely related, as is Audience Understanding.

Sketch pages were available in the examination for candidates to use where necessary. Candidates who used them were most successful when they were labelled, clear, and supported the description of detail in the written response.

Observations

- A narrowed focus allows for depth of learning. Candidates tended to achieve at higher levels when they focused on a short moment (10 seconds). This enabled them to demonstrate the depth and detail required for Merit and Excellence.
- Some candidates tended to 'cover all bases' by narrating the events of the dance on stage. These responses did not describe an important moment or use of space in any detail.
- Air Pathways was seldom described fully, often without identifying the body part making the air pathway or the shape of the air pathway. Similarly, floor pathways often lacked the shape of the pathway.
- Candidates responding to dances that have no education resource tended to rely a lot on personal interpretation and lacked depth.

Dance performances producing a spread of performance at all levels of achievement included:

<i>Mauri</i>	Stephen Bradshaw/Atamira Dance Company
<i>Coventry Carol (Rotunda)</i>	Shona McCullagh/New Zealand Dance Company
<i>Trees, Birds then People</i>	Shona McCullagh/New Zealand Dance Company
<i>Milagros</i>	Javier de Frutos/Royal New Zealand Ballet
<i>Ghost Dances</i> (opening section)	Christopher Bruce/Rambert Dance Company
<i>RUN</i>	Marc Brew/Touch Compass Dance Company

Grade awarding

Candidates who were awarded **Achievement** commonly:

- may have repeated some information, but were able to give additional information and new examples from the choreography
- described Feature A and described Feature B OR described how the two were linked
- used dance-specific vocabulary, such as 'choreographer', 'unison'
- provided accurate, labelled body shape diagrams which confirmed or added to knowledge in the written response
- addressed questions directly, or understanding was implied.

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

- made generalised statements without providing specific information on the dance performance
- did not provide examples
- provided superficial, incorrect, or overly vague responses
- repeated information or unnecessary examples across multiple questions
- used timecodes without the description of the moment
- spoke of personal experiences without describing in part A or B.

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

- described in detail Feature 1, Feature 2, or links between them, but not clearly or in a balanced way
- provided some specific or detailed evidence/examples to illustrate the points made
- used dance elements vocabulary
- provided annotated diagrams that added to or confirmed in-depth knowledge in written responses.

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

- explained clear and detailed responses that linked back to the topic sentence or question
- provided specific and detailed evidence from the choreography to illustrate the point(s) made
- made judicious choice of examples and evidence that best illustrated the point made
- focused on short moments (10 seconds) in depth
- used dance elements vocabulary to describe evidence from the choreography in detail

- drew on a wider body of knowledge about the dance beyond specified exam topics – for example, dance structure, other elements of dance
- described and explained the impact of a number of features
- synthesised selected information to address the question directly in a cogent way.

90005: Demonstrate knowledge of a dance genre or style

Examination

Candidates were required to respond to three questions on one dance genre or style. All questions provided good opportunity for candidates to reach Excellence.

Sketch pages were available in the examination for candidates to use where necessary. Candidates who used them were most successful when they provided clear, labelled sketches that supported the description of detail in their written response.

Observations

A narrowed focus allowed for depth of understanding to be demonstrated by candidates. Responses that focused on a dance style rather than a genre showed greater depth and detail. For example, waiata-a-ringā rather than kapa haka, tau'olunga rather than Tongan, sāsā rather than Samoan, Martha Graham modern dance rather than contemporary, Fosse jazz rather than jazz, romantic ballet rather than ballet.

Dance styles that were successfully used were:

- South African Gumbo Dance
- Martha Graham modern/contemporary
- Fosse Jazz
- Early Breakdance 1973–1985
- Romantic ballet or Classical ballet.

Candidates who appeared to draw solely on performance and competition experience often struggled to achieve the standard, as they were not able to position their knowledge within a wider context of dance.

Some candidates tended to 'cover all bases' by describing sound or setting throughout the development of the genre. Such responses often lacked the detail required for Merit. Another common response was to tell the story of the development of the genre. This showed knowledge, sometimes detailed, but did not address the question.

The Significant Person or Group question continued to elicit the 'story' or biography of the person/group, though perhaps less rote-learned than previously. This required differentiation of responses that address the question (typically clear explanations for Excellence) from responses that address the question obliquely and with detail (Merit), or obliquely or directly without detail (Achieved).

Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided brief examples or evidence specific to the dance style
- used genre-specific vocabulary
- provided a labelled body shape diagram that confirmed or added to knowledge shown in the written response
- attempted all questions, though sometimes in an unbalanced way
- provided examples without linking the example to the statement and/or describing the significance of the example and what it illustrates.

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

- identified broad features or made general statements
- made statements that were true of multiple dance styles/genres without providing information specific to the style
- did not provide an example
- made vast and unsubstantiated statements
- did not attempt all questions
- repeated information within or between questions
- were limited by their choice of dance style or genre
- showed limited understanding of style within the context of the dance.

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

- described with detail and specificity
- addressed the question clearly, describing and further explaining ideas
- provided suitable and relevant examples with detail
- used annotated diagrams that added to or confirmed in-depth knowledge in written responses.

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

- drew on a wider body of knowledge about the dance style beyond specified exam topics
- made judicious selection of information and examples for each question
- reorganised and synthesised selected information to address the question directly in a cogent way
- explained links between feature and background
- made judicious choice of examples, and explained them clearly and in detail
- explained the significance of examples and linked these back to the question.