

2024 NCEA Assessment Report

Subject:	Dance
Level:	1
Achievement standard(s):	91938, 91939

General commentary

As these are new standards, sector understanding is still developing. Regular reference to the standards, the specifications and associated documents on the NZQA website will support the sector for the teaching and learning related to these new external achievement standards. Using these documents to support candidates to choose an appropriate genre or style for AS91938 and an appropriate sequence to reflect on for AS91939, will support the level of candidate responses.

Report on individual achievement standard(s)

Achievement standard 91938: Demonstrate understanding of the relationship between cultural context and key features of a dance genre or style

Assessment

The assessment required candidates to describe key features of a dance genre or style and then link these to the cultural context of the genre or style. Candidates were provided a task with three questions and were required to select and respond to two.

In 2024 the features were: important movement, sound / music, and typical role.

Within each question the candidate was required to describe the key feature. Candidates were required to make a connection that showed how this key feature reflects the cultural context (social, historical, geographical, or political conditions and circumstances) of their selected dance genre or style.

Candidates completed their report independently, in class, and under teacher supervision. They could also use resources and draw from their learnings from in-class teaching and learning to support their responses. It was recommended that it will take approximately six hours to complete the report.

Programmes of meaningful and practically engaged teaching that supported learning about key features and cultural contexts, followed by an independent opportunity to complete the report, appear to have produced meaningful learning apparent within assessment outcomes.

Variables such as teacher input, time taken to complete the report, and resources supplied or not supplied have impacted the assessment outcomes for this standard.

Commentary

There were a wide range of levels of evidence and grades awarded. Excellence grades were awarded to sophisticated submissions that demonstrated depth of understanding.

Candidates who clearly responded to the task, clearly identifying the questions they were responding to, were more likely to include the relevant information related to their dance genre or style to meet the requirements of the task and standard. These submissions were clearly in the candidates' own voice and used research to support their answers, rather than inserting large sections of information that did not directly support the response to the questions.

Additional information or activities beyond the questions were not required, and at times detracted from the specificity of the response.

It was evident when candidates had understood the dance genre or style. It was also evident when a candidate had only a superficial understanding of the dance genre or style. In these responses candidates briefly described key features or relayed facts about the cultural context and did not provide a connection between the two. Many of these responses contained statements copied and pasted, with reference, from online sources.

Choosing genres or styles where there is a strong connection between the cultural context and the key features also allowed candidates to achieve better results, as a strong connection supports the understanding required for this standard. Candidates whose responses showed evidence of an authentic connection, most often through participation or personal connection to the dance genre or style, overall achieved better results.

At higher levels of achievement student responses clearly demonstrated the significant learning from the dance matrix; 'understanding of the context from which dance has descended' through their relating of the key features to the cultural context. The connection between the key features and the cultural context went beyond just linking them; candidates demonstrated understanding of a symbiotic relationship between feature and cultural context, showing their interpretation and understanding of this connection.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- referred to at least two of the three prompts in their submission
- described two of the key features across the report
- identified and / or described key features and cultural context; however, candidates may have struggled to connect the key features to their cultural context
- described the key features and context in isolation of one another, without clearly linking them to demonstrate how the two are interconnected
- focused more on a dance work or choreographer; referring more directly to the dance genre or style and using the work or choreographer as supporting evidence would have strengthened these submissions
- provided evidence that was not always clearly and directly related to the prompt they were responding to.

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

- described both key features with detail and connected the descriptions to the cultural context of the dance genre or style
- clearly stated the connections between the key features and cultural context with relevant supporting evidence such as dates, places, genre specific language, specific examples of related work or people
- included evidence that was generally concise and relevant, rather than large sections of information copied and pasted with little or no relevance. In most cases, information was clearly referenced and there was a clear distinction between candidate voice and researched information to support the response

- in some cases, the personal connection to the dance style or genre was clear and the candidate's voice began to demonstrate their personal understanding and experience.

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

- provided focussed and specific information selected in response to the questions
- demonstrated an understanding of the interwoven relationship between cultural context and a dance genre or styles key features
- presented reasoned responses about why the key features of their dance genre or style may have been shaped by their social, historical, geographical, or political conditions, reflecting on multiple aspects of a key feature; for example, how the posture of a movement reflected an aspect while the body parts and energy qualities also reflected an aspect of the cultural context
- communicated how the key features and the context intertwined or closely connected to one another with specific and carefully selected evidence as justification for their responses.

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

- produced a report that did not directly respond to the 2024 task or questions, for example describing costumes in detail with no connection to important movement, sound / music, or typical role
- created a generic report with no reference to the task
- described key features of dance genre or style with no comment on the cultural context
- responded to one question in detail while providing no or a limited response to the second question
- listed or described key features, in some cases in some detail, but with no link or connection to the cultural context that related to these
- identified or described the history of a dance genre or style with no connection to how this connects to the key features of the dance genre or style.

Achievement standard 91939: Demonstrate understanding of the elements of dance in a dance sequence

Assessment

Candidates were required to produce a report which addressed two dance elements in a dance sequence they had performed. Within the report, candidates were required to describe the purpose of the dance, how the elements are seen, explain the effect, and discuss why they were used that way to communicate the purpose of the sequence.

Candidates needed to submit a written report with a 45-second video of the sequence.

This assessment, unlike previous iterations of the standard, required students to reflect on a sequence they have performed in. In many instances, when the candidate had choreographed or contributed to the choreographic process, this often enabled the candidate to demonstrate a deeper understanding of the application and intended effects of the dance elements.

Candidates who showed higher levels of understanding consistently used dance-specific vocabulary in their report and used correct subject-specific terminology to discuss the dance elements and components.

Commentary

Candidates were required to discuss two dance elements within their reports. However, candidates who talked about multiple complex components within each element, or how another element worked in combination with the element they were discussing, generally showed more depth of understanding.

Many candidates discussed the purpose of the sequence, or interpreted the dance without showing higher understanding of the dance elements. In some cases, it appeared candidates had limited understanding of the elements of dance. Candidates who described the purpose of the dance in some detail were able to more easily comment on how the use of the dance elements supported the communication of the purpose of the sequence.

Candidates who provided a lot of written evidence did not necessarily reach higher levels of achievement. This was due to not focusing on the elements of dance sufficiently for the assessment. Candidates often discussed the purpose and ideas in the dance without demonstrating understanding of dance elements and their significance.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- defined two elements of components accurately and clearly
- briefly described the purpose of the sequence
- described how the elements or components were seen in the sequence, in some cases may have focused on a general element grouping instead of specific components of the element
- may have implied or inferred the effect of the element
- provided accurate and appropriate examples
- demonstrated clear understanding, often of simple components of elements such as level, body shape (for example straight, curved, angled, twisted), body bases (parts of the body touching the floor), locomotor and non-locomotor movement.

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

- clearly described, in detail, how chosen elements are seen in the sequence
- provided clear, detailed and accurate definitions
- explained the effect of the dance elements
- gave multiple examples of various components under their chosen element – for example, non-locomotor, locomotor, body base, and body shape
- addressed a component in depth – for example body parts emphasised, isolated, used sequentially, successively, to lead a movement or as a body base, with appropriate examples
- addressed complex components, such as exact, complementary, and contrasting unison
- used a range of appropriate vocabulary and terminology, including dance elements and components, in the description of their examples
- explained the connections between dance elements and purpose, and explained how components worked together to communicate purpose or create effect
- may have centred a discussion on the purpose of the sequence or interpreting the sequence, rather than the elements and components at depth.

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

- addressed the dance elements and components in depth
- addressed complex or less familiar components
- discussed how components work together to communicate the purpose or create impact
- provided well-chosen examples to demonstrate understanding
- illustrated and showed insight into the value or contribution of a component(s) to the sequence, with well-chosen examples and reasons
- provided a discussion with specificity and context
- avoided repetition and gave new examples to show more understanding
- clearly addressed the impact of their chosen elements and its ability to communicate the purpose of their unique sequence.

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

- described only one element or its components
 - supplied inaccurate examples
 - may not have described the purpose of the sequence
 - described or interpreted the sequence without using appropriate elements vocabulary
 - described movement at length without referring explicitly to dance elements and components
 - provided multiple examples of one component to show secure understanding, but misunderstood the second element or component
 - often used incorrect vocabulary, for example, using the terms 'traveling' and 'in sync' for 'locomotor movement' and 'unison', or showed confusion between similar terms, for example, 'floor pathway' and 'air pathway'
 - may have discussed production technologies such as music and costume with no relation to the elements.
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