

## Assessment Specifications

# Level 1 Dance 2025

Published in March 2025

## General information

<b>Domain:</b>	Dance Performance
<b>Standards:</b>	91938, 91939
<b>Assessment method:</b>	Portfolio
<b>Assessment medium:</b>	Digital submission

[Dance subject page](#)

[National secondary examinations timetable](#)

## Information relating to all achievement standards

Further information about digital external assessment can be found on the NZQA website.

[Digital external assessment](#)

### Authenticity

Teachers must closely supervise the process of evidence collection to ensure that candidates:

- do not copy from another person or source without appropriate acknowledgement
- do not receive guidance, scaffolding, instruction, assistance, or assessment conditions beyond what is specified as permissible in these Assessment Specifications.

Where a teacher cannot verify that the assessment submitted is the authentic work of the candidate, they must notify NZQA of a possible Candidate Breach of External Assessment.

### Special Assessment Conditions

Refer to the NZQA website for further information.

[Aromatawai Special Assessment Conditions](#)

## Submission requirements

Candidates should refer to [Further Guidance for Submission Responses](#) for further information.

Refer also to other resources on the subject page at the NZQA website.

## Specific information for individual achievement standards

<b>Standard:</b>	91938
<b>Title:</b>	Demonstrate understanding of the relationship between cultural context and key features of a dance genre or style.
<b>Version:</b>	3
<b>Number of credits:</b>	4
<b>Assessment method:</b>	Portfolio
<b>Assessment medium:</b>	Digital submission
<b>Date for pre-release of resource:</b>	Term 3, Week 1
<b>Final date for submission:</b>	29 October, 2025

Candidates will be required to produce a portfolio of evidence, in response to an assessment activity provided by NZQA, that demonstrates their understanding of the relationship between the key features and the cultural context of a chosen dance genre or style.

The assessment activity will include questions that relate to the relationship of the key features of the dance genre or style to its context.

Candidates must individually research the cultural context of a chosen dance genre or style, and may draw on classroom knowledge and learned examples.

Candidates must acknowledge and reference all sources used (including any images, audio, or video).

### Conditions of assessment

Teachers should provide guidance to ensure the dance genre or style chosen by a candidate is appropriate for Level 6 of the curriculum and provides sufficient opportunity to research and respond to the cultural context at every level of achievement for this standard. The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate content is not permitted, and material generated by these tools should not be submitted as part of the candidate's work.

### Submission requirements

The portfolio is to be submitted as either:

- a document file (PDF), which may include text and images; or
- a slideshow (PPTX), which may include embedded audio (MP3, WMA) or video (AVI, M4V, MP4, MOV, WEBM).

Candidates are encouraged to submit a portfolio of no more than 1,200 words in a document file. As a slideshow, including audio and video, it should not exceed 4 minutes in duration.

Choosing the appropriate medium of delivering this (PDF or slideshow) needs to be considered carefully prior to the candidate beginning the portfolio.

The portfolio will be assessed on the candidate's ability to demonstrate, explain, and examine the relationship between cultural context and key features of a dance genre or style.

The submission (document file or slideshow) must be entirely self-contained – it must not include links to content outside of the submission (e.g. a link that takes the assessor to a website, YouTube video, or a file in Google Drive). Any such linked content will be excluded from assessment.

---

<b>Standard:</b>	91939
<b>Title:</b>	Demonstrate understanding of the elements of dance in a dance sequence
<b>Version:</b>	4
<b>Number of credits:</b>	5
<b>Assessment method:</b>	Portfolio
<b>Assessment medium:</b>	Digital submission
<b>Final date for submission:</b>	29 October, 2025

### Conditions of assessment

Prior to assessment, teachers should provide guidance to ensure the dance sequence chosen by a candidate is appropriate for Level 6 of the curriculum and provides sufficient opportunity for the candidate to respond at every level of achievement for this standard. It is advisable that the candidate has also participated in the choreography of the sequence. Teachers must not provide any advice or direction to the candidate about the portfolio content once work on the candidate's portfolio has commenced. The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate content is not permitted, and material generated by these tools should not be submitted as part of the candidate's work.

## Portfolio requirements

Candidates will be required to produce a portfolio of evidence that demonstrates their understanding of the dance elements and their components. Candidate portfolios will consist of a dance sequence they have performed in during the year and reflection on the use of dance elements in the sequence. The performance of the dance sequence itself is **not assessed**, but used by the candidate to view and reflect on when responding to the dance elements. The performance of the dance sequence **does not** inform assessor judgements. Performances should be collected during the year as they occur, to allow candidates to select the dance sequence from a range of performance experiences. Reflections must be supported by examples from the performance.

Candidates must select TWO sections (approximately 10–15 seconds in length) seen in the dance sequence. Candidates will describe how the relevant dance elements and their components are seen in the selected sections. Candidates should refer to how the dance elements and their components work together to communicate the purpose (choreographer's intention). Candidates should provide clear timestamps of their chosen sections. This may include:

- describing how the relevant dance elements are seen within each section
- explaining the effect of the described dance elements
- how the components of dance elements work together
- discussing why the dance elements were used in this way to communicate the purpose (choreographer's intention) of the dance sequence.

### Recommended portfolio structure:

A brief description of the 'purpose' (choreographer's intention) of the dance sequence. Include details such as the choreographer, title of the performance, and other relevant details, such as whether the dance sequence is from a larger performance.

Response to the first section (approximately 10–15 seconds in length), timestamp in video, and discussion of the relevant dance elements.

Response to the second section (approximately 10–15 seconds in length), timestamp in video, and discussion of the relevant dance elements.

### Submission requirements

The submission should have two parts:

- a document file (PDF); and
- a video file (MP4) of the dance sequence.

Note that only these file types may be submitted, and that other file types may not be able to be marked.

The document file may include text (no more than 1,200 words), annotations, and images. The submission (document file) must be entirely self-contained – it must not include links to content outside of the submission (e.g. a link that takes the assessor to a website, YouTube video, or a file in Google Drive). Any such linked content will be excluded from assessment.

The submitted video file must show the dance sequence the candidate has responded to; have a duration of no more than 60 seconds; show the dance movements clearly; and be recorded on a still camera. The video file is for the candidate to view and respond to in the portfolio.

Refer also to other resources on the subject page at the NZQA website.