NZQA
New Zealand Qualifications Authority
Mana Tohu Matauranga O Aotearoa

Assessment Report

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Level 1 Dance 2018

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Part A: Commentary

The change to the format of the examination paper worked well. There was a significant reduction in the number of candidates using extra paper, without there being a change in overall achievement. The optional sketch box was also a change, with many candidates choosing to present their ideas through discussion in preference to drawing.

Candidates needed to plan carefully and allocate their information across the three questions to avoid repetition.

Rote-learned responses sometimes showed detail indicating in-depth knowledge, but they did not respond to the question. Candidates delivering rote-learned answers were not able to gain higher grades across both examination papers.

Part B: Report on standards

90861: Demonstrate understanding of a dance performance

Candidates who were awarded **Achievement** commonly:

- had sufficient understanding of a basic idea in the dance performance and could state relevant, but basic evidence, often lacking in dance terminology

- re-stated the question in their opening statement which focused their subsequent response

- misread Question Three, opting to discuss only one technology, which impacted on overall achievement

- discussed straight forward ideas or isolated elements in the dance without much explanation or links to a wider context

- gave sufficient examples used from the dance

- demonstrated knowledge in at least two questions.

Candidates whose work was assessed as **Not Achieved** commonly:

- wrote generalised statements

- did not complete the examination, in particular, Question Two relating to the elements of dance, or, only part (a) of each question was attempted

- showed knowledge in only one of the questions

- demonstrated insufficient knowledge of ideas, dance elements and production technologies

- provided little or no specific examples

- used limited dance vocabulary used in their response

- provided responses that did not answer the question

- appeared to be unfamiliar with the topics in the specifications

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

- demonstrated a greater understanding of the performance ideas and often made mention of the choreographic intention albeit in a straightforward manner

- used some dance terminology and linked these to support the idea with some detail. Some students lacked the next step to link the dance performance ideas to a social or wider context

- described ideas and themes in some detail

- supported answers with specific examples from the performance

- discussed with depth more than one idea from the performance with a range of examples

- maintained focus on the question in their response

- showed a broader understanding of the performance context, and applied this to their answers, however, in a limited manner.

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

- discussed a range of ideas in the performance in a highly detailed manner linking, where relevant, evidence and making connections to the wider context of the dance

- had a strong understanding of multiple aspects of the performance

- made insightful statements supported by clear explanation and provided additional, detailed and relevant examples

- used specific terminology confidently to provide detail

- made judicious connections to the importance of the ideas/purpose of the dance

- made insightful connections to the world of dance and the choreographer's intention

- demonstrated insightful understanding of the purpose of the dance and the impact on the audience.

Standard specific comments

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:

- Ghost Dances

- Passchendaele

- Milagros

- Trees, Birds, and People

- Anatomy of a passing cloud

- Tawhirimatea

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 a performance that is not a professional produced performance, generally wrote responses relating to the story line 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 the higher levels.

90005: Demonstrate knowledge of a dance genre or style

Candidates who were awarded **Achievement** commonly:

- identified a specific time and place or significant person/company

- attempted all parts of each question

- used words from the question in their answer

- described features and background sufficiently in part (a), to demonstrate knowledge

- provided evidence of knowledge in the form of an example(s) which related to and illustrated the description or point being made

- described links between features and background in a straightforward way in part (b), OR described a second feature, e.g. purpose in part (b), OR added further information to the description in part (a)

- provided accurate body shape diagrams to show the sequence of shapes created in a movement, including body base

- provided labels on sketches to identify important features which added more information

- related their response in part (b) with their response in part (a), in a clear but straightforward way

Candidates whose work was assessed as **Not Achieved** commonly:

- did not attempt both parts of the question

- did not use the top "Identify" line to identify a specific time and place in Question One, or significant person or company in Question Two

- did not use the sketch boxes

- drew body shape diagrams that were not accurate or without labels

- did not use the planning page

- confused topics and questions, e.g. describing a purpose in Question One instead of Three and describing conditions in Question Three instead of One

- identified several features but did not describe them

- implied knowledge of the genre but were not able to demonstrate it clearly

- gave information that did not answer the question. For example, giving a rote-learned biography of a person but not explaining their influence on a movement feature in the dance style.

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

- understood the questions and were able to provide suitable answers responding to the complexity of the questions

- used the planning page to organise their information

- used the "Identify" line to identify a very specific time and place

- described features or background in detail consistently throughout the response

- provided specific, detailed examples to illustrate points and descriptions

- used sketch boxes for accurate sketches with several labels to add further detail

- attempted to explain links between features and background but lacked clarity or detail

- did not provide detail when describing context or explaining the significance and relevance of an example

- required the reader to make "leaps" of understanding or "fill in the gaps" in the explanation (which they were unable to do).

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

- had multiple examples for all questions

- understood the questions fully and were able to competently answer the more complex questions

- used words from the question in their answer

- explained connections between features and background clearly and in detail

- made extensive use of the planning page to plan how they would approach each question with their genre, to allocate information across the questions and avoid repetition

- illustrated explanations and points with specific detailed examples

- explained the significance of the example, what it showed, how it showed it, and its relevance to the question

- wrote coherent answers where both parts of the response linked to and related to each other, and were able to link ideas throughout the full question (part (a) and (b))

Standard specific comments

Many candidates used words from the question in their responses to ensure they were answering the question and expressing ideas with greater clarity.

Candidates who planned their responses carefully were able to allocate their information across all three questions, thus avoiding repetition.

Some candidates confused topics between questions, describing purpose in Question One instead of Three and describing conditions in Question Three instead of One.

Some candidates rely too heavily on examples. Context is important. Candidates who gave an example only, without linking it to the question in part (a) or to the background of the genre in part (b) generally did not answer the question. These responses implied knowledge but did not demonstrate it.

[Dance subject page](#)

Previous years' reports

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

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