



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2007

Dance

National Moderator's Report

NATIONAL MODERATOR REPORT FOR DANCE

General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgments are at the national standard and are made on the basis of assessment materials that are fair and valid. All assessment materials are expected to:

- give the learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgments at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide “rules” but suggest different ways of assessing to the nationally registered standard.

Assessors of Dance achievement standards were assessing at or close to the national standard. For the most part, materials submitted for moderation indicated that learners were experiencing a range of dance genres within different contexts and that they were being given appropriate assessment tasks for a particular achievement standard.

However, assessment schedules often required more detailed examples of what learners need to be able to show or do to achieve at the different levels, specific to the dance genre or task. While the current assessment resources from TKI provide good guidance for possible assessment tasks and schedules, any modification to suit the local teaching/learning situation must inevitably require modification of the assessment schedule to ensure clarity and validity for learners.

Whether a dance for performance is taught directly to the learners as a finished product or is being created collaboratively during the teaching/learning process, an assessment schedule that includes a variety of possible performance indicators at each level of achievement is essential for learners.

There are issues with videoing large group dances and performances in stage lighting where individuals are not being seen clearly and consistently enough to be able to support assessment judgements. For the purposes of moderation, a variety of solutions are being implemented to address these problems such as: videoing learners as individuals, a pair or in small groups; providing a second recording of a performance without stage lighting; providing diagrams of where a student is located in specific parts of a dance; giving several details about a student’s appearance (not just clothing or hair) on the Student Identification for Video Evidence forms; making sure that the final moment of ‘performances’ is not abruptly cut off.

Teachers are reminded that there are resources to assist with the teaching and assessing of dance unit standards at <http://www.nzqa.govt.nz/for-providers/resources/dance.html>

90295: Perform an ethnic or social dance.

This standard is intended for learners to demonstrate their skills and understanding in *performing an ethnic or social dance*.

Where the dance requires the performers to have different roles that require them to show different skills or attributes e.g. an energetic leader vs. a subdued follower, it is advisable to include examples of the *technique, focus, expression and stylistic characteristics* expected of these roles in *the dance genre/style* at each level. This should be made explicit to the learners in the assessment schedule.

It may be relevant to include examples of *practices* (conventions, protocols, etiquette and/or principles) appropriate to the ethnic or social dance in the assessment schedule e.g. lead partner smoothly into the space.

Where learners have been asked to *wear a costume* or appropriate clothing for assessment, details clarifying what is appropriate for the dance being performed is useful for moderation. While lending authenticity to the ethnic or social dance being performed, dancing in special clothing or footwear e.g. sari, high-heel shoes, can present movement challenges which may require considerable practice by the learners before assessment day so as not to undermine their achievement.

90203: Choreograph a section of dance for a group; 90295: Choreograph a solo dance; 90594: Produce a dance for performance

These standards require learners to *choreograph a section of dance* or *to choreograph a solo dance, to communicate a chosen idea, mood or image* or *to develop a concept for choreographing... a dance*.

At all levels, in order to be able to achieve the standards, learners need to have a clear understanding of what they are intending to communicate to the audience through their dance. It is expected therefore that the learners will be able to *describe the chosen idea/mood/image* and/or *the choreographic intention* of their dance (see Explanatory Notes). This information may be presented in oral, written and/or visual form.

A few words or a single statement to explain the idea, mood, image and/or choreographic intention is seldom sufficient for being able to make secure judgements about the learners' ability to *manipulate the elements of dance* and *use choreographic devices* with relevance. TKI assessment resources for 90203 and 90295 advise that learners write a paragraph about their dance idea, mood or image. To assist learners to write with detail or clarity, teachers may need to provide them with specific questions to help them explain and justify their choreographic ideas and choices. TKI assessment resources for 90594 give examples of how this information may be captured.