

NCEA Review and Maintenance Programme – 2027 updates

Review and maintenance work has been undertaken for NZC NCEA for 2027. This pdf document contains the updated assessment materials for **Dance Level 2**. In January 2027, Levels 2 and 3 assessment materials will be updated on TKI. For external assessment specifications, refer to the NZQA website.

Subject: Dance Level 2

Product	What's changed?
Conditions of Assessment	- Costume guidance updated for 2.1, 2.2, 2.3, 2.4, 2.5. - Clarification of repertoire added.

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National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

NCEA Level 2 Dance

Conditions of Assessment

General Information

Subject Reference	Dance
Domain	Dance Choreography
Level	2

Conditions of Assessment

These Conditions provide guidelines for assessment against internally assessed Achievement Standards. Guidance is provided on:

- specific requirements for all assessments against this Standard
- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic.

Assessors must be familiar with guidance on assessment practice in learning centres, including enforcing timeframes and deadlines. The [NZQA](#) website offers resources that would be useful to read in conjunction with these Conditions of Assessment.

The learning centre's Assessment Policy and Conditions of Assessment must be consistent with NZQA's [Assessment Rules for Schools with Consent to Assess](#). This link includes guidance for managing internal moderation and the collection of evidence.

Gathering Evidence

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles, and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the Standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed Standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs, or film), or a portfolio of evidence.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students, and be valid and fair.

Ensuring Authenticity of Evidence

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This must be in line with the learning centre's policy and NZQA's [Assessment Rules for Schools with Consent to Assess](#).

Ensure that the student's evidence is individually identifiable and represents the student's own work. The evidence must be an accurate reflection of what the student independently knows and can do, according to the Standard being assessed. This includes evidence submitted as part of a group assessment, evidence produced outside of class time or without assessor supervision, and evidence produced with any use of generative artificial intelligence tools (GenAI). GenAI use should be carefully considered in the context of the Standard being assessed and its Conditions of Assessment, discussed with students before the assessment, and its use must be acknowledged. For example, an investigation carried out over several sessions could include:

- teacher guidance on the nature and extent of [acceptable GenAI use](#), if any
- assessor observations and conversations
- meeting with the student at set milestones or checkpoints
- the student's record of progress, such as photographic entries or any GenAI prompts used.

Specific Information for Individual Internal Achievement Standards

Achievement Standard Number	91205 Dance 2.1
Title	Choreograph a group dance to communicate an intention
Number of Credits	4
Version	2

The choreographed group dance is to be 1-2 minutes long.

The teacher will provide stimuli to assist students to decide what they will communicate in their choreography.

Students may work collaboratively to choreograph the group dance. There must be clear evidence of each student's contribution to the development of the group dance.

The students may perform in their own compositions.

For assessment purposes, students may present their choreography in a classroom/studio setting.

Costumes are not required for this assessment and do not contribute evidence towards this standard. Clothing must be appropriate for a school setting, respect the cultural practice of the dance, and support the dance being performed. For example, clothing should allow safe, unrestricted movement, and movement to be seen.

Accompaniment may be music, sound or silence.

Evidence for this achievement standard should be provided in one or more live showings of the group dance. A recording of the dance can be used to confirm assessment judgements.

The focus of the assessment is the choreography of the dance, not its performance. However, students need to be aware that the judgement of their composition is assisted by the clarity and preciseness of its performance, i.e. compositions are rehearsed pieces of work.

For moderation purposes, the student should supply a short statement of the choreographic intention in a written or oral form before assessment.

Where manageable, students should be given an opportunity for reassessment of this standard.

Achievement Standard Number	91206 Dance 2.2
Title	Choreograph a solo dance to communicate an intention
Number of Credits	4
Version	2

The choreographed solo dance is to be 1-2 minutes long.

The teacher will provide stimuli to assist students to decide what they will communicate in their solo choreography.

The dance may be performed by the choreographer or another dancer.

For assessment purposes, students may present their solo choreography in a classroom/studio setting.

Costumes are not required for this assessment and do not contribute evidence towards this standard. Clothing must be appropriate for a school setting, respect the cultural practice of the dance, and support the dance being performed. For example, clothing should allow safe, unrestricted movement, and movement to be seen.

Accompaniment may be music, sound or silence.

Evidence for this achievement standard should be provided in one or more live showings of the solo dance. A recording of the solo dance can be used to confirm assessment judgements.

The focus of the assessment is the choreography of each dance, not its performance. However, the student needs to be aware that the judgement of his/her choreography is assisted by the clarity and preciseness of its performance, i.e. dances are well rehearsed pieces of work.

For moderation purposes, the student should supply a short statement of the choreographic intention in a written or oral form before assessment.

Where manageable, students should be given an opportunity for reassessment of this standard.

Achievement Standard Number	91207 Dance 2.3
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Title	Perform an ethnic or social dance to communicate understanding of the style
Number of Credits	4
Version	2

The performer should be actively involved in performance for 1-2 minutes.

The dance may be choreographed by the teacher, a guest tutor or a student.

The dance performed for assessment may be for a solo, duet or group.

For assessment purposes, students may perform in a classroom/studio setting.

Costumes are not required for this assessment and do not contribute evidence towards this standard. Clothing must be appropriate for a school setting, respect the cultural practice of the dance, and support the dance being performed. For example, clothing should allow safe, unrestricted movement, and movement to be seen.

Accompaniment may be music, sound or silence.

Evidence for this achievement standard should be provided in one or more live showings of the ethnic or social dance. A recording of the performances can be used to confirm assessment judgements.

The dance chosen for assessment against this achievement standard must not be used for assessment against Dance 2.4.

Achievement Standard Number	91208 Dance 2.4
Title	Perform a theatre dance to communicate understanding of the dance
Number of Credits	4
Version	3

The performer should be actively involved in performance for 1-2 minutes.

The dance may be choreographed by the teacher, a guest tutor or a student.

The dance performed for assessment may be for a solo, duet or group.

For assessment purposes, students may perform in a classroom/studio setting.

Costumes are not required for this assessment and do not contribute evidence towards this standard. Clothing must be appropriate for a school setting, respect the cultural practice of the dance, and support the dance being performed. For example, clothing should allow safe, unrestricted movement, and movement to be seen.

Accompaniment may be music, sound or silence.

Evidence for this achievement standard is to be provided in one or more live showings of the theatre dance. A recording of the performances can be used to confirm assessment judgements.

The dance chosen for assessment against this achievement standard must not be used for assessment against Dance 2.3.

Achievement Standard Number	91209 Dance 2.5
Title	Perform a repertoire of dance
Number of Credits	6
Version	3

The performer should be actively involved in performance of each dance for at least one minute. A repertoire is a selection of dances that are expected to be performed on more than one occasion.

The dances may be choreographed by the teacher, a guest tutor or a student.

The dances performed for assessment may be for a solo, duet or group.

For assessment purposes, students may perform in a classroom/studio setting.

Costumes are not required for this assessment and do not contribute evidence towards this standard. Clothing must be appropriate for a school setting, respect the cultural practice of the dance, and support the dance being performed. For example, clothing should allow safe, unrestricted movement, and movement to be seen.

Accompaniment may be music, sound or silence.

Evidence for this achievement standard is to be provided in one or more live showings of the dances. A recording of the performances can be used to confirm assessment judgements.

The dances chosen for assessment against this achievement standard must not be used for assessment against Dance 2.3 or 2.4.

Achievement Standard Number	91210 Dance 2.6
Title	Demonstrate understanding of a range of choreographic processes
Number of Credits	4
Version	2

Understanding of a range of choreographic processes may be conveyed through kinaesthetic, oral, visual, written or other evidence. These may include:

- video/DVD recordings of practical work
- discussions of own and others' practical work
- annotated still images (e.g. photographs)
- diagrams
- annotated drawings
- records of practical exploration
- research into choreographers' processes, e.g. improvising for the camera by Mark Baldwin in Poor Boy
- recorded responses to own and/or others' processes
- descriptions
- PowerPoint presentations
- evaluations and reflections
- research summaries

Evidence should show understanding of choreographic processes in students' own work and in the work of others.

Evidence for the achievement of this standard may be collected over time.

A holistic judgement should be made on all evidence presented for assessment of this standard.