

Assessment Report

Level 2 Dance 2017

Standards [91211](#) [91212](#)

Part A: Commentary

The range and spread of topics over the three questions allowed for candidates to achieve at every level, however, if the candidates exclusively discussed the bullet points provided, their responses were limited and at times superficial. Rote-learned answers limited candidates to lower levels of achievement, particularly in part (b) of each question for both papers.

Part B: Report on standards

91211: Provide an interpretation of a dance performance with supporting evidence

Candidates who were awarded **Achievement** commonly:

- described key aspects of the dance performance
- provided some supporting evidence (description and / or diagram) that lacked detail
- made some straightforward links between the described key aspects and how these conveyed meaning within the performance (e.g. how important movements communicated theme)
- made a limited / implied response as to the effectiveness of the ways in which meaning was conveyed through the described aspects.

Candidates who were assessed as **Not Achieved** commonly:

- identified only some aspects of the dance performance
- identified only some ideas / feelings they thought of / felt as they watched the dance performance
- linked the key aspects of the dance to the ways in which meaning was conveyed within the performance in a very limited manner
- answered only parts of the questions
- provided a detailed response to the question, however did not address the specific requirements of the question (e.g. describing design aspects of costume, rather than specifically colour as asked in question 3).

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

- described key aspects of the dance clearly and in detail
- provided diagrams and descriptions that were clear and detailed

- provided detailed and often convincing supporting evidence
- explained clearly and logically how key aspects conveyed meaning within the performance (e.g. how a range of features in the opening moments combined to create an overall impression)
- addressed the effectiveness of the ways in which meaning was conveyed within the performance
- provided a personal response that often displayed awareness of the wider context of the dance performance; such as historic context, the choreographic intention, and / or different ways of interpreting the dance.

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

- described key aspects of the dance performance thoroughly
- provided diagrams and descriptions that were clear, detailed and highly appropriate and relevant to the question
- provided detailed and convincing supporting evidence
- provided insightful explanations as to how meaning was conveyed through key aspects (e.g. comparing and contrasting the ways in which two movements effectively communicated theme(s) in the dance performance)
- explained the effectiveness of the ways in which meaning was conveyed within the performance
- made an insightful personal response that clearly linked the described key aspects with a developed and purposeful interpretation of the dance performance. The response may have integrated personal experiences, research undertaken, individual personal accounts of events, social and historical contexts, and / or references to other relevant art works, into their interpretation of the dance performance.

Standard specific comments

This examination provided an opportunity for candidates to display original thinking, by asking specifically for personal responses in two out of the three questions. As a result, rote-learned answers tended not to achieve highly as these answers did not quite fit the questions.

Dances with a rich socio / cultural / political context allowed candidates to achieve more highly, as candidates were able to link their understanding of the dance to these contexts and display a deeper level of thinking. For example, some candidates who examined Tawhirimatea (NZ Dance Company) were able to discuss the ways in which the dance caused them to consider World War One in ways they hadn't thought of before; such as the different responses of men and women in preparation for the war.

91212: Demonstrate understanding of a dance genre or style in context

Candidates who were awarded **Achievement** commonly:

- showed some knowledge of the features of their dance genre or style
- had a limited or inaccurate knowledge of the context of their dance genre
- treated the prompts as a guide to answering the question rather than as possible starters that might apply to their genre
- provided answers that showed limited understanding of the relationship between the context and the dance genre or style
- selected a non-specific time and / or place for the subsequent answer.

Candidates who were assessed as **Not Achieved** commonly:

- selected a time and / or place for each question that was vague or inaccurate
- answered fewer than three questions and / or answered only part (a) of each questions
- repeated material within and / or across questions
- did not address the questions
- made limited links between the context and the features of the genre.

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

- selected appropriate times and places for each question
- described in detail, the features and the context of the dance genre or style
- understood the connections between the dance genre and its context
- supported answers with appropriate and detailed evidence.

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

- selected a clear, discreet time-period for each question and demonstrated a detailed understanding of the social and historical details of that era
- showed a detailed and perceptive understanding of the context and its relationship to the dance genre or style
- supported their answers with appropriate, detailed and perceptive examples.

Standard specific comments

While the specifications provide a guide to possible questions, candidates needed an understanding of the historical context and how this related to the dance genre or style. For example, when studying Capoeira, candidates should understand that the genre began as a martial art that enabled slaves to escape.

Candidates who had a poor grasp of historical timelines and / or limited understanding of historical or social conditions struggled to provide sufficiently accurate or detailed information.

[Dance subject page](#)

Previous years' reports

[2016 \(PDF, 0KB\)](#)

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