

Assessment Report

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Level 2 Dance 2018

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Part A: Commentary

The examination rewarded candidates who were able to display original thinking to address the questions. Concise responses tended to be more successful in gaining Excellence than long verbose answers.

Part B: Report on standards

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

Candidates who were awarded **Achievement** commonly:

- described one or more feature(s) of the dance

- provided some supporting evidence in the form of written descriptions of examples from the dance and/or diagrams
- made one or more link(s) between features of the dance and their context (i.e. the effectiveness of the costume in relation to the movement)
- provided supporting evidence that was limited and lacking in detail.

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

- identified and/or described one or more features of the dance in isolation of the context of the dance
- identified some ideas/feelings communicated in the dance
- described one feature of the dance without making a link to its effectiveness in the dance
- wrote a response that did not establish a link between the features of the dance and the ideas/feelings
- answered only part (a) of each question.

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

- described one or more feature(s) of the dance with clarity
- provided supporting evidence that included some detail in the form of written descriptions of the dance and/or labelled diagrams
- provided diagrams that were clear and detailed
- wrote responses that linked and then explained the relationship between features of the dance
- explained some features of the dance in context, e.g. personal response, historical/social/political context.

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

- described one or more feature(s) of the dance with clarity and detail
- provided relevant supporting evidence that included detail in the form of written descriptions of the dance and/or labelled diagrams
- wrote reasoned and well-considered responses that clearly explained the relationship between the features of the dance and the context

- made an insightful and personal response that clearly linked the feature and ideas/feelings of the dance with a developed and purposeful interpretation of the dance
- discussed within their response personal experiences, research undertaken, individual personal accounts of events, social and/or historical contexts.

Standard specific comments

Level 2 candidates are expected to make contextual links when interpreting a dance performance. For example, candidates who described how the costume communicated ideas (a level one skill) did not do as well as candidates who were able to link or describe the relationship between the costume and the ideas/context/movements of the dance.

Dances with 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.

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

Candidates who were awarded **Achievement** commonly:

- described one or more aspect(s) of the dance genre or style
- provided one or more link(s) between the described aspect of the dance genre or style and its context
- wrote a response that displayed limited understanding of the relationship between the dance genre or style and its context
- attempted to provide some supporting evidence, which was inaccurate
- provided non-specific times/places in which to base their answers.

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

- identified one or more aspects of the dance genre or style in isolation of its context
- answered only part (a) of each question
- provided non-specific and/or vague, and/or inaccurate time periods, and/or places for each question
- provided information about the dance genre style that was not correct.

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

- described aspects of the dance genre or style, in detail
- discussed aspects in relation to a specific time period or place
- provided supporting evidence that included some detail in the form of written descriptions of the dance genre or style and/or labelled diagrams
- wrote responses that linked and then explained the relationship between aspects of the dance or style and its context.

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

- described aspects of the dance genre or style in perceptive detail
- discussed aspects in relation to a very specific time period or place and often multiple time periods and places
- provided relevant supporting evidence that included detail in the form of written descriptions of the dance genre or style and/or labelled diagrams
- wrote reasoned and well-considered responses that clearly explained the relationship between the aspects of the dance genre or style and its context
- demonstrated understanding of the context of the dance genre or style at a higher level than that required by the questions.

Standard specific comments

Candidates wrote on a range of dance genres or styles that had rich historical and/or social contexts, and therefore were able to demonstrate their knowledge well. However, some candidates were hampered by an inability to link their knowledge of the dance genre or style to its context and explain this well. For example, when studying tap, candidates should understand how gender roles in American society informed and reflected gender roles in the genre, and how changes in gender roles in society caused changes to the way in which each gender participated in tap.

Candidates need to ensure that the supporting detail they provide is accurate. In particular, candidates who study genres or styles that span significant time periods need to ensure they have a good grasp of the historical timeline and the social conditions associated with historical events and situations.

[Dance subject page](#)

Previous years' reports

[2016 \(PDF, 211KB\)](#)

[2017 \(PDF, 44KB\)](#)