

Assessment Report

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Level 2 Dance 2019

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Part A: Commentary

The examinations provided ample opportunities for students to demonstrate their understanding of wide range of aspects of the dance. Answers which addressed the question, used dance ideas, and provided supporting evidence succeeded.

Candidates who succeeded at higher grades often showed evidence of planning, an ability to respond to the question using ideas that linked to the question and provided well understood evidence from specific dances.

Responses that did not clearly address the question often struggled to achieve a positive grade.

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 features of the dance
- provided evidence that allow markers to infer effectiveness
- wrote detailed descriptions in part (a), however lacked explanation in part (b)
- provided limited supporting evidence that lacked detail.

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

- answered only parts of the questions
- provided a detailed response to the question; however, did not address the specific requirements of the question
- described features of the dance performance that had already been discussed
- identified some aspects of the dance without sufficient examples.

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

- provided clear and relevant supporting evidence
- explained their responses with clarity
- provided detailed and relevant sketches or diagrams that were sufficiently labelled and explained
- effectively linked part (a) and part (b).

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

- provided an insightful and personal response that extended the ideas of the dance to a wider context
- explained thoroughly the effectiveness of the described aspects
- paraphrased the questions into their answers
- wrote original and perceptive answers in part (b).

Standard specific comments

This year's examination specifications allowed for the candidate to draw from a wide range of aspects of the dance performance. Dance performances that allowed for more open interpretation often allowed for more highly perceptive responses. Overall, candidates provided a high level of detail of the key aspects. Candidates who achieved higher results often required extra paper for in-depth explanations.

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

Candidates who were awarded **Achievement** commonly:

- identified an accurate and specific time and/or place in which they believed their chosen dance genre or style originated
- described features of how their dance style or genre was seen or heard, with some evidence
- attempted to explain the context/impact or influence (part (b)) but often inferred their explanations
- made links between aspects and context but lacked important specific evidence such as specific dates/people/performances
- provided some accurate but vague examples that needed further explanation.

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

- demonstrated a limited or inaccurate understanding of aspect(s) within their chosen dance genre or style
- described or explained aspects that were not relevant to the question.
- answered parts of questions (but not all)
- repeated examples and or descriptions over several questions

- attempted to describe aspects but lacked any evidence or examples to demonstrate clear understanding.

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

- identified an accurate and specific time and place in which they believed their chosen dance genre or style originated
- expanded on the basic context they identified by linking the origins of the dance style with significant political/social/historical/geographical movements, people and/or events.
- used context-appropriate terminology (for example, for specific movements, techniques, instruments) that reinforced sound understanding of the dance genre or style
- described features of the dance genre or style in detail and with explained examples (often these were in the form of sketched and labelled examples)
- explained part (b) of the question with relevant evidence and linked this back to answers in part (a)
- described many features in detail with many examples, that then lacked thorough explanation.

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

- identified an accurate and specific time and place in which they believed their chosen dance genre or style originated
- linked the origins of the dance style with significant political, social, historical movements, people and/or events
- synthesised these contextual influences and were then able to effectively explain why an aspect of the genre was relevant today, had changed, or remained the same
- supported their answers with appropriate, detailed and perceptive examples
- provided relevant dance style or genre-specific language to demonstrate comprehensive knowledge
- demonstrated authentic, perceptive thought that responded to the whole question.

Standard specific comments

In general, candidates were well prepared and understood what was required from them for each question. Many successful candidates used highlighters to underline key words in the question. They then used paraphrases of these words in their answers to demonstrate understanding.

[Dance subject page](#)

Previous years' reports

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

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

[2018 \(PDF, 106KB\)](#)