

Assessment Report

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Part A: Commentary

Candidates' responses generally showed that they had been exposed to interesting topics and aspects of Dance.

Candidates who used what they had learned to develop answers to the questions were more likely to achieve at higher levels.

Part B: Report on standards

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

Candidates who were awarded **Achievement** commonly:

- provided annotated sketches
- included accurate names, dates, quotes, and other supporting evidence

- answered part (a) with many accurate ideas/examples, but lacked in-depth explanations in part (b)
- made relevant links between part (a) and part (b) aspects.

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

- attempted some of the parts of the questions but not others
- identified the dance work but lacked detail when describing it
- implied knowledge but did not establish and clearly demonstrate it
- speculated in regard to the question but did not make concrete points/statements
- wrote general statements.

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

- provided clear explanations with relevant supporting evidence
- attempted all parts of the question
- drew/sketched costumes/movements/formations with comprehensive labels that consequentially provided detailed evidence
- used specific and relevant terminology, i.e. dance language, when describing a key movement
- provided some evidence to show they understood the dance work within a broader context, e.g. gave examples from reviews, choreographers' intentions, historical or social contexts.

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

- wrote with sophisticated language and dance-specific jargon
- linked wider world concepts into their responses
- referenced other parts of the dance work beyond the six-minute excerpt studied
- 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

Candidates who understood the dance beyond the section shown were advantaged and were able to make linkages that assisted them, on the whole. These candidates were flexible enough to respond to the question.

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

Candidates who were awarded **Achievement** commonly:

- provided sketches with basic annotation
- provided accurate responses about the genre but lacked supporting evidence (such as dates, names, locations)
- answered part (a) with many accurate ideas/examples, but lacked depth
- provided explanations in part (b)
- demonstrated good knowledge of a dance genre, though sometimes not relevant to the question being asked
- demonstrated an understanding of individuals/groups who have influenced the dance genre
- demonstrated an understanding of how selected technologies have changed over time
- repeated some evidence in subsequent questions.

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

- attempted only part (a) or part (b) of the question
- wrote general statements which lacked detail
- repeated knowledge and/or evidence in subsequent questions
- missed some questions
- gave incorrect information such as incorrect dates and locations.

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

- provided clear explanations with relevant and detailed supporting evidence
- provided new evidence for each question
- attempted all parts of the question
- provided drawings and diagrams with detailed annotations, including specific evidence
- used specific and relevant dance terminology
- demonstrated detailed knowledge about individuals/groups who have influenced the dance genre
- demonstrated a good understanding of how selected technologies have changed over time.

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

- provided drawings and diagrams with comprehensive labels
- wrote with sophisticated language with thorough use of dance terminology
- showed perception in the answers, particularly for part (b) sections
- demonstrated comprehensive knowledge of individuals/groups who have influenced the dance genre
- demonstrated a comprehensive understanding of how selected technologies have changed over time.

Standard specific comments

Candidates who covered both the influence of individuals and groups were at an advantage. Many candidates selected couples and groups, which meant that they were able to provide thorough detail and much more specific supporting evidence than candidates who discussed individuals alone.

In general, candidates who covered a much larger time period for their chosen dance genre or style were at an advantage, particularly for the 'change over time' questions. It is encouraged candidates be clear on how genres have changed over time in many aspects of the genre and across the use of dance technologies. Those who covered a smaller time period struggled to recognise the major changes and how these came about.

Dates were incorrect for some, therefore a focus on ensuring candidates have the correct centuries and decades is important.

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Previous years' reports

[2019 \(PDF, 271KB\)](#)

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

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

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