

Assessment Report

Level 2 Dance 2016

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

Part A: Commentary

This year's examination saw a change to three compulsory questions. Many candidates were able to attempt three questions successfully. Candidates who wrote effective responses used, or demonstrated, understanding of the language of dance (e.g. elements, devices and structure) as specified for level 7 of the New Zealand Curriculum.

Candidates tended to use the bulleted prompts to structure their answer, but are reminded that they should only select those prompts which are relevant to their studied dance performance, or genre or style.

Part B: Report on Standards

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

Candidates who were awarded **Achievement** commonly:

- provided basic facts about the studied dance performance
- identified many choreographic intentions and explained briefly how they related to key movements.
- gave many examples from the studied dance performance.

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

- completed part of each question
- attempted to identify intentions, music and stimulus but lacked enough evidence to support ideas
- repeated information (e.g. gave the same examples for two or three different questions)
- gave inaccurate information.

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

- identified concisely one key choreographic intention and explained in detail how this intention linked to key movements.
- used dance and/or musical terminology effectively, e.g. ostinato, augmentation, and words associated with the time or place.
- provided some evidence to show they understood the dance work within a broader context; e.g. gave examples from reviews, choreographer's intentions, historical or social contexts.

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

- described in detail key intentions and movements and then explained with perception how well these two linked
- linked their perception of the dance with other art works or wider world politics, history and contexts
- demonstrated comprehensive knowledge of the dance piece by giving detailed answers with multiple references to the work
- explained the effectiveness of dance aspects with perspective and understanding
- synthesised information so that parts (a) and (b) flowed in a logical, unified sequence
- provided personal interpretations that were not rote-learned (e.g. were original interpretations that perhaps linked with their own experiences as well as wider contexts).

Standard-specific comments

Overall candidates had prepared well for assessment against this standard.

Excellence candidates typically demonstrated understanding beyond the six-minute dance excerpt. These candidates often showed knowledge of the work in its entirety, the choreographer's other works, similar dance pieces, as well as contextual aspects. For example, some candidates who wrote on Christopher Bruce's works made links to the work of Amnesty International.

In works revolving around war, candidates often linked their knowledge of historical dates, names of important people and famous quotes to their knowledge and understanding of their studied dance work.

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

Candidates who were awarded **Achievement** commonly:

- provided contextual information that was partially accurate e.g. "Miners danced in the mines ... in 1880 under apartheid."
- demonstrated some knowledge of the features of their dance genre or style
- appeared not to have read the question carefully, in particular part (b).

- treated the list of prompts as a plan for their answer, rather than choosing those that were relevant to their dance genre / style.
- provided answers that showed limited understanding of the relationship between the context and the dance genre or style
- repeated material across and within questions.

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

- provided insufficient or inaccurate material
- answered fewer than three questions or answered parts of the questions
- used the same limited information to answer more than one question
- did not address the questions.

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

- demonstrated some understanding of the chronology of the historical background
- described in detail the features and the context of the dance genre or style
- explained the connections between the historical and social context and the features of the genre or style
- supported answers with some evidence.

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

- chose a clear, discrete period for each context question and demonstrated a detailed understanding of the social and historical details
- explained in perceptive detail the relationship between the context of the dance genre or style and its features
- supported their answers with detailed and pertinent examples.

Standard-specific comments

Candidates who performed well demonstrated both depth and breadth of understanding of the dance genre or style and its context. 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.

While the secondary school kapa haka competitions are important part of the school year, some candidates were unable to link these as influences on the development of the genre. Participation in the genre or style can assist candidates in answering questions; however, they also need an in depth understanding of the history of, and influences on, their genre or style.

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