

# **National Certificate of Educational Achievement**

## **2012 Assessment Report**

### **Dance Level 2**

- 91211 Provide an interpretation of a dance performance with supporting evidence**
- 91212 Demonstrate understanding of a dance genre or style in context**

## COMMENTARY

This was the first year of the newly aligned achievement standards. Many of the candidates in 2012 demonstrated a sound understanding of the provided dance excerpt which enhanced their ability to interpret and explain key aspects of the work. Candidates who focused on answering the question and who were able to provide meaningful and insightful supporting evidence provided the depth of their answers to allow them to reach merit or excellence.

The choice of dance extract continues to be important in providing candidates with the opportunity to achieve at all levels. Candidates who answered on a dance excerpt which did not communicate meaningful themes ideas or moods may have been disadvantaged. Other candidates had limited opportunity to achieve at all levels because the opening moments did not provide sufficient scope for candidates to describe and explain movement and/or production technologies.

The newly aligned standard 91212 appeared to provide a more accessible standard for students at level 2. The content of the answers produced by many students suggested that the majority of teachers had read the specifications and used them to inform their teaching. However, it needs to be noted that the specs do not give a complete guide to what will be in the questions and, while 'influences' has been removed from the standard, it has been replaced by 'in context' and students need to be able to accurately place the features that they are describing in context.

There was some evidence of rote answers based around the information in the specifications. Generally these did not score well as students were focused on delivering learned material rather than thinking about the specific questions and answering what was asked. In particular they seemed unable to discuss the significance of the context of the features that they described with any accuracy or in any detail. If students are to discuss the context of the dance with any assurance they need to have some grasp of the relevant social and historical chronology.

## STANDARD REPORTS

### **91211 Provide an interpretation of a dance performance with supporting evidence**

#### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:**

- described key aspects of the dance performance excerpt; e.g. individual movements and motifs, the use of repetition and/or variation, use of elements, devices and structures, the use of groupings and formations, the use of technologies etc.
- demonstrated understanding of ways in which meaning was conveyed in the dance, through the above aspects
- responded to aspects of the dance performance such as conveying convincing reasons why teenagers would enjoy or not enjoy the dance and the genre
- provided some supporting evidence, although this may have been superficial at times.

## **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- lacked detail in their answers/or did not answer all parts
- failed to provide supporting evidence
- failed to provide sufficient evidence across the paper to demonstrate level 7 of the New Zealand Curriculum
- gave answers that did not give valid description, explanation or evaluation.

## **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:**

- explained in detail ways in which meaning is conveyed; e.g. production technologies, symbolism of individual movements or formations
- provided convincing and valid reasons why this genre would appeal to teenagers
- provided supporting evidence that added a depth of interpretation
- provided some evidence of evaluating effect/effectiveness of key aspects of the dance
- used specific and relevant terminology e.g. dance language
- provided some evidence to show they understood the dance work within a broader context; e.g. examples from reviews, choreographers intentions, historical or social contexts.

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:**

- explained in detail the ways in which meaning is conveyed; e.g. makes connections between movement and production design, discusses how structure enhances meaning
- evaluated the effectiveness of choreographic and production decisions and how this might impact on the audience
- evaluated perceptively how and why key aspects of the genre would encourage teenagers to view more performances in this genre
- provided an insightful understanding of how and why the dance work was created and how it fits within the social, cultural, geographic, historical, political etc context
- provided detailed and comprehensive supporting evidence to demonstrate an insightful interpretation of the dance work.

## **91212 Demonstrate understanding of a dance genre or style in context**

### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:**

- provided some detail about the features of their dance genre or style
- were able to make links between features of the dance and the context in which they are seen
- confused details of the context

- used some of the same information in answering more than one question
- limited their ability to achieve by answering all four questions rather than selecting the three that provided the best opportunity to answer in depth on their dance genre or style
- provided rote learnt responses to the questions about features but were able to provide individual answers that linked this material to described aspects of the context.

## **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- answered fewer than three questions or only parts of questions generally with insufficient detail
- described some features of the dance genre or style but made no links to the context
- provided information that was vague or inaccurate or did not address the question
- used the same limited information to answer more than one question.

## **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:**

- described the features and the context of the dance genre or style
- described some connections between the historical and social context and the features described
- supported answers with some examples but included limited detail or examples from a different time context.

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:**

- described, in detail, the relationship between the features of the dance genre or style and the context
- demonstrated a clear and detailed understanding of the historical period and the importance of the social and historical context to the dance genre or style at that time
- supported their answers with detailed and pertinent examples
- demonstrated a depth and breadth of understanding of historical development of the dance genre or style.