

National Certificate of Educational Achievement

2013 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

Many schools choose to present candidates for one of the two standards with far fewer answering 91212. The best scripts for each of the standards demonstrated a good understanding of the dance material and its context with in-depth answers and detailed supporting examples.

Candidates who achieved highly 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.

In 91211, some DVD dance excerpts did not communicate meaningful themes, ideas or moods. Others may have been limited because the visual quality of the excerpt prevented them from effectively viewing the dance work. This limited candidates' ability to achieve at Merit and Excellence.

There was a wide choice of genres in 91212. Candidates who demonstrated an in-depth knowledge of the context of their genre were able to achieve at higher levels. Candidates who answered all questions instead of selecting the required number appeared to disadvantage themselves.

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. shapes and production technologies, stimulus and choreographic intention, structure and climax, and an unusual moment
- demonstrated understanding of ways in which meaning was conveyed in the dance, through the above aspects
- interpreted aspects of the dance performance such as describing a personal response to an unusual moment
- provided some supporting evidence from the dance, 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
- failed to provide supporting evidence
- failed to provide sufficient evidence across the paper to demonstrate knowledge to level 7 of the New Zealand Curriculum
- gave answers that did not give a 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. shapes and production technologies, stimulus and choreographic intention, structure and climax, and an unusual moment
- provided convincing and valid reasons for their personal responses and linked these to possible audience responses
- provided supporting evidence that added a depth of interpretation
- provided some evidence of evaluating the effect/effectiveness of key aspects of the dance
- used specific and relevant terminology i.e. dance language
- 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.

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, how meaning is conveyed; e.g. makes connections between shapes and technology, stimulus and choreographic intention, structure and climax, and personal and public response to an unusual moment
- evaluated the effectiveness of choreographic and production decisions and how this might impact on the audience
- provided a critical analysis of the effectiveness of choreographic and production decisions, providing alternative suggestions
- provided an insightful understanding of how and why the dance work was created and how it fits within the social, cultural, geographic, historical and/or political context
- provided detailed and comprehensive supporting evidence to demonstrate an insightful interpretation of the dance work.

OTHER COMMENTS

Overall many candidates demonstrated a sound understanding of the provided dance excerpt which enhanced their ability to interpret and explain key aspects of the work. Some candidates were able to provide meaningful and insightful supporting evidence which enhanced the depth of their answers to allow them to reach Merit or Excellence. Candidates who scored highly were able to make links between the features of the dance, its social context and the ideas or mood it conveyed. Others provided more superficial evidence and no links, which limited their ability to move beyond Achievement.

Some candidates continued to describe or explain key aspects of the work when they had been asked to evaluate how effectively particular aspects contributed to the dance work and consequently limited their ability to achieve high grades.

Overall, many candidates did not use or demonstrate understanding of the language of dance (e.g. elements, devices and structure) as specified for level 7 of the New Zealand Curriculum.

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
- provided rote learnt responses to the questions about features
- had limited or confused understanding of the context, e.g. 'in 1926 after the war and the great depression'
- selected a lengthy time period with a variety of contexts which resulted in vague generalised answers for both features and background
- provided answers that only showed limited understanding of the relationship between the context and the dance genre or style
- 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.

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 with insufficient or inaccurate material
- answered all four questions rather than selecting the three which were best suited to their dance genre or style
- answered some parts of their selected questions
- provided contextual information that was confused or inaccurate
- did not appear to have read the questions carefully and provided information that did not address what was asked of them
- 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:

- demonstrated some understanding of the chronology of the historical background
- described, in detail, 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 sometimes provided 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:

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

OTHER COMMENTS

Candidates who highlighted the key words in questions generally provided answers that focused on the questions asked.

Knowledge of social and historical events around the dance genre is essential for achievement at Merit and Excellence. Many candidates were able to describe features of their genre but were unable to provide sufficiently accurate context information or make links between the features and the context.