

National Certificate of Educational Achievement

2014 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 chose to present candidates for one of the two standards with far fewer answering 91212. 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. The best scripts demonstrated both depth and breadth of understanding of the material presented.

Many schools demonstrated sound preparation for 91211 with many candidates able to attempt three questions successfully. The choice of a Musical Theatre dance performance and/or blurry footage disadvantaged some candidates as they were not able to give detailed or perceptive responses.

AS 91212 requires candidates to discuss the genre in context: candidates who had a poor grasp of historical time lines and/or limited understanding of historical or social conditions struggled to provide sufficiently accurate or detailed information. Candidates who appeared to have used just their personal research to answer 90212 generally were not able to provide the depth or detail needed for higher grades.

With a small number of scripts there was a narrower choice of genres in 91212. Ballet, capoeira and gumboot dancing remain popular and provided some quality answers. Candidates who had participated in their genre generally answered with more detail.

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 commonly:

- provided basic facts about the studied dance performance
- provided interpretations of the key idea with relevant examples (although these may have been rote-learned)
- sketched and labelled key movements and/or costumes, therefore giving relevant supporting evidence
- described aspects of the dance performance without explaining the effectiveness
- gave many examples from the studied dance performance that suggested deeper understanding.

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 commonly:

- provided rote-learned responses that did not specifically answer the question
- misunderstood the meaning of key words (e.g. “dynamics”) in questions
- repeated information (e.g. gave the same examples for two or three different questions)
- wrote inaccurate information.

ACHIEVEMENT WITH MERIT

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

- 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.

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 commonly:

- paraphrased the key word “effectiveness” into their explanation in part (b) of questions
- 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).

In the second section of questions many candidates continued to describe or explain key aspects of the dance performance when they had been asked to explain the effectiveness of the aspect described in part (a) to the overall performance. This higher level skill (e.g. explain rather than merely describe) was often overlooked and consequently limited students ability to achieve Merit and Excellence.

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 commonly:

- provided some detail about the features of their dance genre or style
- demonstrated limited or confused understanding of the context, e.g. ‘in the 1880s with apartheid..’
- selected a lengthy time period with a variety of contexts which resulted in vague
- generalised answers for both features and background
- provided answers that 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 commonly:

- answered with insufficient or inaccurate material
- identified a period of time and described identified features of a totally different time period
- 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 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
- described connections between the historical and social context and the features of the genre
- 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 commonly:

- 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 contextual information or make links between the features and the context.