

2015 NCEA Assessment Report

Dance Level 2 91211, 91212

Part A: Commentary

Comment on the overall response of candidates to 2015 examinations for all achievement standards covered by this report.

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.

AS 91211 provided opportunity for students to interpret a dance performance in depth and with perception. Candidate answers seemed to show more perceptive understanding, with links to the wider world and their own personal experiences than in previous years.

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 relied on just their personal research or dance participation generally were not able to provide the depth or detail required by the standard.

With a small number of scripts there was a narrower choice of genres in 91212. Ballet (classical, neoclassical and court dance), capoeira, lindy hop and gumboot dancing remain popular and provided some quality answers. Candidates who had participated in their genre generally answered with more detail about the features.

Part B: Report on standards

1. Assessment Report for 91211: Provide an interpretation of a dance performance with supporting evidence

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> provided accurate information and/or sound ideas with specific examples from the dance performance linked ideas with supporting evidence that was accurate but not in the detail required for Merit (ie described the costume with 3-4 aspects identified, but without the designer's name or a comprehensively labelled sketch) answered part (a) with many accurate ideas/examples, but could not explain or evaluate in clear depth in part (b).
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> provided rote-learned responses that did not specifically answer the question misunderstood the meaning of words in part (b) (e.g. "effectively", "enhance", "impression" and "community") and therefore did not answer the question repeated information (e.g. gave the same examples for two or three different questions) wrote inaccurate information made superficial links wrote accurate answers to part (a) but missed out part (b) answered all four questions rather than selecting the three which were best suited to their dance genre or style.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> 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 wrote clear explanations for part (b).

Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • showed perceptive thought by linking their explanations in part (b) to relevant wider –world contexts e.g. The narrative ideas of WW1 seen in Rotunda are then linked to imminent WW3 threats by ISIS and how this affected the candidates community • re-worded/paraphrased the question in their answer • provided original thought with in-depth explanations of why they thought or interpreted the dance performance in this way • linked their perceptive responses together in a clear summarising statement or conclusion in part (b).
Standard specific comments	<p>In part (b), many candidates continued to describe or explain key aspects of the dance performance when they had been asked to explain the effectiveness or relevance of the aspect described in part (a) to the overall performance. This higher-level skill (i.e. explain rather than merely describe) was often overlooked and consequently limited students' ability to achieve Merit and Excellence.</p> <p>Many New Zealand dance performances had been studied which had comprehensive resources for student and teachers to study. Because of this, however, many students wrote similar answers. Students should also have their own ideas and responses to the dance to clearly show a perceptive interpretation. Many students used relevant quotes from the choreographer, a reviewer or the costume designer but they needed to ensure they linked quotes to the rest of their answer.</p>

2. Assessment Report for 91212: Demonstrate understanding of a dance genre or style in context

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> • 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 or inaccurate 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	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> • answered with insufficient or inaccurate material • chose a very broad period of time and provided generalisations • 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.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> • demonstrated understanding of the social context for a particular time • 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.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • 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

	<p>and its features in perceptive detail</p> <ul style="list-style-type: none"> • provided supporting evidence such as descriptions and sketches of movement or the titles of choreography.
<p>Standard specific comments</p>	<p>Candidates who highlighted the key words in questions and used the planning spaces generally provided answers that focused on the questions asked.</p> <p>Knowledge of social and historical events around the dance genre is essential for achievement at Merit and Excellence.</p> <p>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.</p>