

2022 NCEA Assessment Report



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Subject: DANCE

Level: 2

Standards: 91211, 91212

Part A: Commentary

In 2022, both Level 2 Dance examinations included four questions from which candidates were required to select three to respond to.

The questions provided prompts to key aspects and contexts from the 2022 Assessment Specifications. Candidates had the opportunity to demonstrate their knowledge at all grade levels.

The questions in the examinations included more than one part, and although assessed holistically, candidates who were successful addressed both parts in a balanced response.

Part B: Report on standards

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

The questions were drawn from the aspects identified in the 2022 Assessment Specifications: complementary and contrasting movements, pathways, climax, and sound.

Candidates who gained Achievement with Excellence went beyond the script and resource booklets to offer personal interpretations that used relevant evidence to support understanding and effectiveness/interest. Candidates who showed an in-depth understanding consistently used dance-specific language in their response.

Candidates are reminded that the standard has TWO parts:

- providing an interpretation
- providing supporting evidence.

Candidates are encouraged to read questions carefully, to ensure they provide full responses. Candidates who referenced key words from the questions tended to produce clearer, well thought out, and balanced responses.

The dance performance selected by the school/teacher was important in allowing candidates access to dance ideas. Many candidates successfully took advantage of some of the exemplary resources that companies have produced (RNZB, NZDC, Black Grace, etc), and were able to demonstrate sound understanding. To assist in their application of their knowledge of dance, candidates were able to view the dance performance in the examination room.

Please note, as stated in the Assessment Specifications, it is essential performance videos, outside of the recommended list in the specifications, that are sent in to NZQA.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided clear examples to support their answers
- used diagrams and labelled them clearly with relevant information
- briefly addressed the effectiveness, their interpretation/understanding, or how key aspects enhanced the choreography (second part of the question)
- provided details on things such as dates, quotes, instruments used, specific movement jargon, and historical context facts
- named the choreographer/composer/set designer/costume designer, dancers.

Candidates who were awarded **Not Achieved** commonly:

- misunderstood the question or misinterpreted dance vocabulary, such as 'pathways' and 'complementary'
- attempted only part of a question, or fewer than 3 questions were responded to
- gave short factual descriptions with little or no response to the second aspect of the question
- wrote superficial answers or provided broad generalisations
- supplied irrelevant or no examples.

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

- provided explanations for each point instead of just making statements
- addressed the 'how' and 'why' in their responses
- used detailed and fully explained examples to support interpretations
- made clear comments addressing the effectiveness, their interpretation/understanding, or how it enhanced the choreography
- used relevant supporting evidence, including quotes, that were correctly attributed
- referenced the choreographer and other people with important roles who were involved in the creation of the dance

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

- provided additional contextual knowledge of the dance performance
 - showed a perceptive and personal connection to the dance
 - expanded their answers to show how their interpretation was influenced by who they are, or the experiences they/family/friends have had
 - related the dance to their own personal life and/or referenced other art works, world events, history, and culture with detail
 - went beyond the study/guide notes to give a unique interpretation of the dance
 - discussed details of insights that were gained from watching the dance with a critical eye.
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91212 Demonstrate understanding of a dance genre or style in context.

The questions were drawn from aspects identified in the 2022 Assessment Specifications: purpose, design element and origins, setting, important person and/or group, and movements.

Candidates were required to answer both the 'how' (description) and the 'why' (explanation) parts of the question. Candidates that were unsuccessful tended to only answer how something was seen/heard without thoroughly explaining the importance, why an aspect had changed/remained the same, or the significance.

Candidates should read all the questions before selecting their chosen three to respond to. This will ensure repeated ideas and examples are not used across the selected three questions. Candidates who gained Merit or Excellence used terminology from the question to focus their responses on relevant information.

Candidates who gained Merit or Excellence used the planning pages to structure their responses. Those who showed little evidence of planning generally did not answer the question fully or in detail.

The genres that have seen candidates gain high Excellences include Gumboot Dance, Tap, Contemporary, Lindy Hop, Fosse Jazz, Ballet (normally a teacher will pick a sub-genre of Ballet such as Neo-Classical Ballet or Traditional narrative Ballet so the students can go in depth as well as width), and Kapa Haka. It is exciting to see so much diversity being explored in our schools across Aotearoa.

Candidates are reminded that the standard is essentially made of TWO parts:

- describing features
- linking these features to the context.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- used limited examples and evidence to back their ideas up, including named locations, groups of people or individuals, specific dates and specific historic events applicable to their chosen genre to support their response
- described dance movements/important person/design elements/setting, and then loosely linked the meaning of these, influence, reflection of origins, or inferred why they have changed or stayed the same
- provided examples that are mostly relevant to the question.

Candidates who were awarded **Not Achieved** commonly:

- included examples or evidence that were not quite accurate or too vague to support their ideas
- answered only part of the question
- answered one or two questions instead of three.

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

- used a range of examples and evidence, including named locations, groups of people or individuals to support their response
- included relevant dates and specific historical events applicable to their chosen genre
- used specific dance language to name dance movements, and then linked movement to a clear purpose
- provided explanations for how and why something was important, had changed or remained the same, was influential or a reflection of origin
- explained the context/history of the dance genre or style with depth of understanding.

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

- referenced the question in their answers
 - used a range of examples and comprehensive evidence including named locations, groups of people or individuals, specific dates, and specific historical events applicable to their chosen genre to support their response
 - used specific dance vocabulary to name dance movements and linked these clearly to the purpose(s) of the dance
 - referred to detailed diagrams in the written response
 - linked the significance, importance, or why things have changed/remained the same over time to wider world events (e.g. COVID-19), wider contexts, other art works, or even personal experience (finding one's own cultural identity).
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