

2023 NCEA Assessment Report

Subject:	Dance
Level:	Level 2
Achievement standard(s):	91211, 91212

General commentary

In 2023, 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 2023 Assessment Specifications. Candidates had the opportunity to demonstrate their knowledge at all grade levels.

Some candidates answered all four questions, and in those cases, the first three were marked. Candidates who read all four questions thoroughly, before selecting their chosen three to respond to, ensured that repeated ideas and examples were not used across the selected three questions.

Candidates who gained Merit or Excellence used terminology from the question to support their responses. This exam technique of paraphrasing helped to ensure the questions were fully answered. These candidates also used the planning pages to structure their responses. Those with little planning generally did not answer the question fully or in detail.

Report on individual achievement standard(s)

Achievement standard 91211: Provide an interpretation of a dance performance with supporting evidence

Assessment

The questions were drawn from the aspects identified in the 2023 Assessment Specifications: repeated movement, two production technologies, groupings and formations, and non-unison.

Commentary

Candidates who gained Achievement with Excellence went beyond the resource booklets, or pre-prepared answers, to offer personal interpretations that used relevant evidence to support their own interpretation. Generally, rote learned answers did not enable candidates to reach Excellence.

Candidates who provided an in-depth interpretation of the dance consistently used dance-specific language in their response.

Candidates are reminded that the standard has TWO parts:

- providing an interpretation
- providing supporting evidence.

Candidates who referenced key words from the questions tended to produce clearer, well thought out, and balanced responses. Those who provided complete responses and an in-depth interpretation of the dance showed an accurate understanding of the key words from

the question. They linked the topic of the question (not just the dance in general) to their interpretation, with specific and relevant examples from the dance.

Many candidates successfully took advantage of some of the exemplary resources that companies have produced (RNZB, NZDC, Rambert dance, etc), and were able to demonstrate sound understanding.

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

Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided examples to support their answers
- used diagrams, labelled with relevant information
- briefly addressed their interpretation / understanding or response to the dance
- provided details on things such as dates, quotes, instruments used, specific movement vocabulary, and historical context facts
- provided responses that addressed the question, though may have been in an unbalanced way
- named the title of the performance / choreographer / composer / set designer / costume designer, dancers.

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

- provided explanations for each point
- addressed both the 'how' and 'why' in their responses
- fully explained, with detail, examples to support their interpretations
- made clear comments addressing their interpretation / understanding or response to the dance
- used relevant supporting evidence, including quotes, that were appropriately linked to the question
- accurately referenced the choreographer and other people with important roles who were involved in the creation of the dance
- used the key words from the question in their answers and addressed all aspects of the question in detail.

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

- supported their explanations with relevant detail
- provided more than one link and developed them into insightful responses
- included additional contextual knowledge of the dance performance
- demonstrated 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 that went beyond the 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.

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

- addressed the title of the question such as 'two production technologies' without responding to other parts of the question
- misinterpreted key words in the question
- gave short descriptions with little or no response as to their own interpretation
- wrote superficial answers or provided broad generalisations
- supplied examples that were not relevant or connected to the points being made

- attempted to identify and describe aspects of the dance, but did not provide enough detail.
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Achievement standard 91212: Demonstrate understanding of a dance genre or style in context

Assessment

Candidates were required to respond to THREE questions on ONE dance genre or style. The questions were drawn from aspects identified in the 2023 Assessment Specifications. All questions provided a good opportunity for candidates to reach Excellence.

Commentary

Candidates were expected to answer both the 'how' (description) and the 'why' (explanation) parts of the questions. Candidates who did not achieve this standard mostly addressed only the 'how' part of the question. The 'why' part was either not addressed or vaguely addressed, with no relevance to the question or supporting the 'how' part of the question.

Candidates should read all the questions before selecting which three to respond to. Taking time to choose which three questions to answer prevents candidates from repeating information from one response to the next. That approach generally resulted in candidates hitting the same criteria multiple times.

Candidates who performed highly, referenced wording from the question throughout the answer and used their knowledge to address all aspects of the response. In general, candidates who showed little or no planning did not do as well as those who used the planning pages.

The Merit and Excellence responses not only showed an in-depth/comprehensive understanding of the genre, but more importantly the candidates applied their understanding to the question. Rote learned responses were obvious, and often only addressed one part of the question, or the question candidates were hoping for. The genres in the responses that gained Merit and Excellence grades included Gumboot Dance, Tap, Contemporary, Martha Graham Technique, Bob Fosse Jazz, Neo-Classical Ballet, Traditional/Narrative Ballet and Kapa Haka.

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 movements/clothing/historical context/changes in participants or audiences, and then loosely linked these to importance, influence, changes from origins, or inferred why they have changed or stayed the same
- provided examples that are mostly relevant to the question
- gave descriptions and made links, albeit limited or implied
- included accurate evidence that may have been muddled or unclear in structure
- gave superficial explanations relating to the reasons why aspects described in the first part of the question became important/had changed/had been influential.

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

- discussed both the 'how' and 'why' aspect of the question
- used a range of examples and evidence, including named locations, movement jargon, and 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 the movement to its importance to the style/genre
- provided explanations for how and why something was important, had changed or remained the same, or was influential
- explained the context/history of the dance genre or style with depth of understanding
- described and explained, and had relevant evidence to support explanations
- responses were clear in their structure
- linked descriptions and explanations with clarity.

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

- paraphrased the question in their answers
- used personal experience of embodying the style/genre as their evidence
- 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
- referred directly to their sketches/diagrams
- used specific dance vocabulary to name dance movements and linked the movement clearly to its importance to the style/genre
- linked the influence, importance, or why things have changed/remained the same over time to wider world events, such as breaking down racial or gender barriers
- answered all parts to the question with relevant evidence
- provided multiple links and synthesised many ideas into an insightful response
- successfully linked the significance/importance of the 'why' and 'how' to wider concepts/ideas, e.g. personal experiences, wider world events (current/historical), or political/socio-economic climate.

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

- attempted to identify an aspect of the dance
 - made accurate links that needed to be justified with relevant evidence/examples
 - included evidence/examples and descriptions were vague or inaccurate
 - answered one part of the question
 - answered less than the three questions required
 - misinterpreted bullet points as the question.
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