

91211



912110



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SUPERVISOR'S USE ONLY

## Level 2 Dance, 2015

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

9.30 a.m. Wednesday 18 November 2015  
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Provide an interpretation of a dance performance with supporting evidence.	Provide an in-depth interpretation of a dance performance with supporting evidence.	Provide a perceptive interpretation of a dance performance with supporting evidence.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You will be given five minutes to read and prepare before the video recording begins to play.

There are four questions in this booklet. **You should attempt THREE questions.**

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–20 in the correct order and that none of these pages is blank.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

TOTAL

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## INSTRUCTIONS

During the first five minutes of the examination, carefully read through the questions in this booklet. You may also make notes during this time.

Five minutes after the start of the examination you will be shown a video recording of a dance performance you have studied in class. It will be shown TWICE, with a pause of ten minutes between screenings.

As you watch the dance performance, and during the ten-minute pause, you may make notes and/or sketches on page 3, or begin to answer the questions.

**Answer THREE of the four questions in this booklet.**

Write your answers in paragraph form or as notes in bullet-point form.

Support your answers with details and specific examples from the dance performance. You may refer to parts of the dance performance that are not seen in the video recording.

*Do not repeat the same material in your answers to different questions.*

Space is provided for diagrams and sketches to be included, if appropriate, in your answers.  
*Sketches will be assessed for the information they convey, not for the quality of the drawing.*

**Write the details of the dance performance in the box below.**

Title of the dance performance: \_\_\_\_\_

Choreographer/dance group: \_\_\_\_\_

Genre/style of the dance performance: \_\_\_\_\_

**NOTES**ASSESSOR'S  
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QUESTION ONE: The use of costume, and its links to other aspects of the performance

QUESTION TWO: The final moment of the performance, and how it left a significant impression

QUESTION THREE: The key ideas in the performance, and their appeal to a particular audience or community

QUESTION FOUR: An aspect of the performance that is “different”, and its effect on your enjoyment

(a) (i) Make a labelled sketch of the costume(s) seen in the dance performance.

- (ii) Describe aspects of the costume(s) that are not shown in the sketch. For example:
- colour
  - the fabric used
  - embellishments
  - the costume designer.

- characters
- ideas
- lighting
- movement.



The final moment of a dance performance can leave a significant impression on an audience.

- lighting
- mood
- movement
- sound.

- (b) Explain in detail how the final moment made a significant impression on you. Give specific examples to support your response.

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Key ideas in a dance performance are often presented in ways that are designed to appeal to a particular audience or community.

Sketch in the space below if you want to illustrate any part of your answers to Question Three. Label the sketch(es) to explain the point(s) you are making.

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- (b) Explain in detail how the key idea(s) were presented in ways designed to appeal to a particular audience or community. Give specific examples to support your response.

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A dance performance can be interesting because it is different from anything the audience has seen before.

- (b) Explain in detail how this “different” aspect affected your enjoyment of the dance performance. Give specific examples to support your response.

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**Extra space if required.**  
**Write the question number(s) if applicable.**

ASSESSOR'S  
USE ONLY

QUESTION  
NUMBER

**Extra space if required.**  
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