

## Assessment Report

# Level 3 Dance 2017

Standards [91594](#) [91595](#)

### Part A: Commentary

There is generally a good range of dances and topics being studied in preparation for the Level 3 Dance external standards.

Successful candidates used the planning pages and demonstrated appropriate examination techniques, such as using key words from the question to focus their responses. Candidates who unpacked the questions and planned before they wrote their answer tended to achieve well. Care needed to be taken that the bullet points provided in the question are used judiciously. These need to be relevant and explained in relation to the specific content the candidate is using to address the question.

Successful candidates were able to demonstrate the ability to apply their knowledge to the question asked and draw on a wide range of examples to back up their points. They showed the ability to think critically and synthesise their understanding to construct and answer rather than merely spout content knowledge.

### Part B: Report on standards

#### 91594: Analyse a dance performance

Candidates who were awarded **Achievement** commonly:

- made a straightforward analysis of the dance
- described key aspects of a dance performance
- evaluated briefly the use of some of these key aspects
- gave some supporting evidence but this commonly required more explanation and detail
- did not provide details for all parts of the question
- could briefly explain an idea(s) communicated in the dance performance
- referred to the bullet points of the question although sometimes were not judicious in their choice of bullet point to use.

Candidates who were assessed as **Not Achieved** commonly:

- did not answer all parts of the question

- did not refer to the dance sufficiently
- wrote answers that were too short to allow adequate analysis
- showed a narrow understanding of the dance
- provided a superficial analysis of the dance and covered a limited range of key aspects with scarce supporting evidence or no relevant evidence
- focused more on a description of the dance rather than a critical analysis
- described briefly, but required further evidence of, the ability to discuss and analyse the dance
- did not use the bullet points provided OR used ones that were not relevant.

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

- described significant key aspects of a dance performance
- evaluated in detail their effect, purpose or contribution
- discussed in depth the connections and relationships between key aspects of the dance performance
- showed generally convincing understanding of the dance and the question
- gave relevant, detailed supporting evidence
- provided a clear introduction and conclusion that was relevant to the question being asked
- used the bullet points that were given in the question in appropriate ways.
- used several detailed examples of carefully chosen evidence to support each point
- focussed on the question in most of their answer.

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

- critically evaluated the contribution of key aspects to the overall effectiveness of the dance performance
- analysed comprehensively the dance using a breadth and depth of knowledge
- provided significant and relevant background information, appropriate to the question
- discussed with insight and provided a thorough analysis using a wide range of relevant supporting evidence
- included clearly labelled diagrams
- wrote succinct and perceptive arguments
- remained focused on the question throughout their answer
- integrated relevant evidence and critical evaluation with a balanced perspective.

### **Standard specific comments**

The format for the questions differed slightly from previous years, where there were no labelled A or B parts although the questions did still consist of a 'describe' and a 'discuss' part and allowed the candidates ample opportunity to comprehensively analyse a dance performance.

Some candidates are using the diagram page, and relevant diagrams / sketches that are clearly labelled do help show understanding of the dance. Some candidate's understanding of floor and air pathways was limited. This affected their ability to answer this question with sufficient depth.

Appropriate dances studied included Ghost Dances, Queen Camel, Kura, Rooster, Poor Boy, Anatomy of a passing cloud, Mauri, Kura and Grotteschi, with particularly successful choices including Rotunda, Trees Birds then People, Milagros, Passchendale and Run.

## **91595: Demonstrate understanding of the development of dance in Aotearoa/New Zealand**

Candidates who were awarded **Achievement** commonly:

- knew relevant facts about the topic
- described and briefly discussed the relevant issue
- gave some supporting evidence, however, this evidence was often not explained and lacked in detail
- demonstrated sufficient content and factual knowledge that was largely correct but light in the discussion of how these facts related to the development of dance in Aotearoa / New Zealand
- showed some understanding of the question
- addressed the question, although their interpretation was sometimes quite broad.

Candidates who were assessed as **Not Achieved** commonly:

- misinterpreted or ignored the question being asked
- were light on facts and content knowledge
- included significant factual errors in their answer
- wrote very brief answers that did not allow them to demonstrate sufficient knowledge
- used bullet points that did not suit the context they discussed
- provided little or no relevant evidence to support ideas
- discussed ideas that were superficial, and showed limited knowledge of the development of dance in Aotearoa / New Zealand
- wrote in very general terms often making limited, irrelevant or incorrect connections.

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

- presented a discussion of the issue addressed in the question
- began to develop an argument that was relevant to the question
- described in detail, demonstrating some ability to explain and discuss as well
- answered the question without too much irrelevant material being included in the answer
- could explain their supporting evidence and link it in some way to the development of dance in Aotearoa and the question being asked
- included introductions and conclusions that adequately addressed the question being asked.

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

- showed convincing understanding of the development of NZ dance and how this related to the question
- considered varying viewpoints and could articulate an argument backed up by judicious use of relevant examples
- showed both depth and breadth of knowledge
- synthesised knowledge of several relevant aspects of NZ dance and used these to support their arguments / points of view in ways that clearly demonstrated their understanding of the development of dance in Aotearoa / New Zealand
- wrote succinct and perceptive answers with a balanced perspective
- wove relevant, specific and critical evidence into their argument
- took a stance and remained focussed on the question throughout their answer.

### **Standard specific comments**

The style of questioning in this paper went straight into the discussion

(leaving out the invitation to describe first) and this had a positive impact as this meant candidates did not get drawn in to longwinded, irrelevant description and instead got into the discussion more readily.

Some candidates were unable to tailor their factual / content knowledge about the general topic to answer the question asked. These students listed / 'brain-dumped' learned facts on their chosen topic but were unable to relate this knowledge to the question asked and therefore were less likely to demonstrate understanding of how dance has developed in NZ - the crucial element of the standard.

For example students were able to provide lengthy biographies

of Michael Parmenter's life but were not able to tailor this knowledge to address the question about his risk-taking approach or choreography and / or his contribution to NZ dance (or did this only superficially).

Similarly, with question 4, students could write at length about the origins and history of the original 'Ka mate haka' but were less able to construct an argument as to whether it is deserving of its status as our national dance as the question asked. It is these higher level critical thinking and analysis skills that are the focus of this examination and standard.

## **[Dance subject page](#)**

### **Previous years' reports**

[2016 \(PDF, 0KB\)](#)

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