

Assessment Report

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Level 3 Dance 2018

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Part A: Commentary

High achieving candidates used works that were substantial enough to allow in-depth understanding to be shown and responded to questions within the examination rather than relying on pre-learned answers.

Candidates are encouraged to spend time planning their responses in the space provided. A well thought out planning page (where key aspects of the question were addressed and not just facts listed) tended to result in a more comprehensive and relevant answer.

At level 3 the examination requires candidates to apply their knowledge and understanding, not just list facts. Candidates who achieved highly were able to shape their responses to appropriately answer the questions.

Part B: Report on standards

91594: Analyse a dance performance

Candidates who were awarded **Achievement** commonly:

- described key aspects of the dance performance
- did not provide details for all parts of the question
- gave some examples from the dance to support statement made, but lacked specific detail or included some irrelevant information
- provided some analysis of the dance but their evaluation was limited
- had some understanding of the key concept or idea they were trying to discuss but could not expand on the idea in any depth.

Candidates whose work was assessed as **Not Achieved** commonly:

- showed a narrow understanding of the dance
- provided a very superficial analysis of the dance and covered very few key aspects
- provided little supporting evidence or no relevant evidence at all
- could describe briefly, but could not discuss
- may have used the planning page only
- wrote pre-learned answers with no reference to the question being answered
- chose a dance which gave candidates a limited opportunity to analyse the dance appropriately
- wrote short, incomplete essays.

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

- gave relevant and specific examples from the dance to support statements made
- covered a range of key aspects
- applied their knowledge of the dance to address the question and show an appropriate depth of understanding
- had detailed knowledge of the dance and provided some evaluation and/or personal viewpoints

- described, in detail, aspects of the dance with relevant supporting evidence
- evaluated and explained connections and the relationships within the dance performance.

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

- critically evaluated the contribution of key aspects to the overall effectiveness of the dance performance
- were able to analyse 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
- wrote succinctly using only information that was pertinent and relevant to addressing the question
- used evidence in a judicious and highly relevant way.

Standard specific comments

Some candidates put down everything they knew about the dance studied and did not relate this to what was being asked.

Those who achieved well, had an in-depth understanding of the dance and could comprehensively discuss this along with their personal viewpoints. These candidates also demonstrated good examination techniques, such as reading the question, finding key words, addressing the question in their introduction and summarising the question in their conclusion. Some used key words from the questions as sentence starters and this helped them to answer the questions directly and limit any irrelevant information.

There seemed to be an even spread of choice across the three questions for this paper. Candidates were particularly successful in using the dances – ‘Poor Boy’, ‘Mauri’, ‘Run’ and ‘Trees, Birds then People’.

Some candidates appeared to be confused about the difference between overall unity in a dance work and the idea of unison, and dancers being unified and united in their movement.

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

Candidates who were awarded **Achievement** commonly:

- described (sometimes at length) and listed some factual knowledge
- gave some supporting evidence but with very little detail. Evidence that was provided was often not explained
- presented factual knowledge which was largely correct, but the discussion of how these facts related to the development of dance in Aotearoa/New Zealand was limited
- showed a superficial understanding of the key concepts being discussed, so therefore could not expand on the ideas with much depth.

Candidates whose work was assessed as **Not Achieved** commonly:

- misinterpreted or entirely ignored the question
- demonstrated limited knowledge of the topic
- made significant factual errors in their responses
- wrote very brief answers that did not allow the candidate to demonstrate sufficient knowledge
- included generalised statements that were not backed up by any facts or examples
- gave an incomplete or simplistic answer which did not address the question.

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

- used introductions and conclusions that addressed the question and clearly outlined the discussion
- included diagrams that were relevant, clearly labelled and supported the main points of the answer
- showed a sound understanding of the topic and could apply their knowledge to the question
- showed discrimination in the material they selected to support their argument.

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

- used introductions and conclusions clearly to address the question and specifically outline the way they would address the question asked
- presented information that was relevant and appropriate to the chosen question
- wrote precisely and concisely (rather than writing everything they have ever learned about the topic)
- responded to their chosen question with a high level of perception and insight
- integrated examples into their discussion which was relevant and valid
- clearly demonstrated comprehensive understanding of how their chosen topic related to the overall development of dance in Aotearoa/New Zealand
- were able to draw on a wide range of contexts and knowledge to accurately and perceptively address the question asked.

Standard specific comments

Many candidates answered the question about Limbs dance company – this may be a result of the availability of resources on this topic compared with others, particularly in this anniversary year of the company.

[Dance subject page](#)

Previous years' reports

[2016 \(PDF, 236KB\)](#)

[2017 \(PDF, 47KB\)](#)