

Assessment Report

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Level 3 Dance 2019

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Part A: Commentary

The examination papers provided opportunities for candidates to demonstrate their understanding of dance. Responses which directly and fully addressed the question, used dance ideas and provided supporting evidence succeeded. Those that succeeded at higher grades displayed the independence of thought associated with a deep and detailed understanding.

Responses that did not clearly address the question were also often short or superficial. Some longer responses which did not address the question did not achieve.

Part B: Report on standards

91594: Analyse a dance performance

Candidates who were awarded **Achievement** commonly:

- described key aspects of a dance performance
- briefly evaluated the use of some of the key aspects
- gave some supporting evidence – but lacked detail
- did not provide details for all parts of the question
- could briefly explain an idea(s) communicated in the dance performance.

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

- produced answers that were unrelated to the question
- used a choice of dance that limited the depth and suitability of responses
- showed a narrow understanding of the dance.

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

- described significant key aspects of a dance performance
- evaluated in detail the effect, purpose or contribution of key aspects
- discussed in depth the connections and relationships between key aspects of the dance performance
- produced relevant, detailed supporting evidence
- provided a clear introduction and conclusion that was relevant to the question being asked
- responded to the whole question.

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 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 and relevant diagrams.

Standard specific comments

Successful candidates showed evidence of planning and demonstrating appropriate exam techniques.

Some candidates appeared not to unpack the question; those who did, achieved well.

The content of an answer must be relevant to the question being asked. Some candidates appeared to be writing more than required, as if their response was learnt from memory rather than produced in response to the question. Candidates who tailored their knowledge to the question demonstrated that they could think critically.

Candidates responded using a less well-resourced dance work struggled to demonstrate the same depth of understanding that was evident in the work of candidates who used well established and well-resourced dance works – such as the dance works identified in the assessment specifications.

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

Candidates who were awarded **Achievement** commonly:

- produced a straightforward answer to the question.
- used the planning page to organise their information
- showed relevant content knowledge but lacked depth and detailed, specific examples
- did not always directly address the question although relevant answers could be inferred
- described the issue, sometimes at length, with only brief discussion
- provided some supporting evidence, with limited or unexplained detail

- included largely correct factual knowledge
- showed limited insight about the impact of this knowledge, or how it related to the development of dance in Aotearoa/New Zealand.

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

- produced short and superficial answers
- included largely irrelevant or very basic information
- produced responses with significant factual errors
- did not provide relevant or clear evidence to support statements
- did not address the question.

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

- linked together relevant points across several significant aspects to address the question
- provided pertinent and detailed supporting evidence to back up their answers
- directly addressed the question throughout their response
- offered a developed understanding of aspects of dance in Aotearoa/New Zealand.

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

- comprehensively covered all aspects of the standard to fully address the question in perceptive ways
- provided well-chosen, unpacked examples and used a convincing level of detail
- displayed independent thought
- made insightful connections to the development of dance in Aotearoa/New Zealand.

Standard specific comments

Answers that did not fully address the question selected by the candidate were hard to reward. Careful attention to the language of the questions offered many candidates the best chance to display their knowledge and skills.

Although this standard is only undertaken by a small number of candidates and schools, there is evidence that well-developed and important learning is being undertaken around the development of dance in Aotearoa/New Zealand and that candidates are able to draw together many aspects of broad dance knowledge to address the questions in this examination.

[Dance subject page](#)

Previous years' reports

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

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

[2018 \(PDF, 110KB\)](#)