

Assessment Report

Level 3 Dance 2016

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

Part A: Commentary

Candidates generally answered both parts of their chosen question, with some combining the two parts as one essay and others answering the two separate parts.

In part (a) candidates generally demonstrated sound content knowledge. Part (b), the discussion part of the question, was often the weaker section. Discussions which were superficial or very general were unable to gain Merit or Excellence grades.

Successful candidates demonstrated good examination techniques such as planning, using key words in the question, addressing the question in an introduction and summarising in a conclusion. Candidates who used key words from the question were more likely to answer the question directly and limit irrelevant information.

Less successful candidates were unable to tailor their factual / content knowledge in their response. These candidates listed learned facts on their chosen topic, but were largely unable to relate this knowledge to the question.

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. Successful candidates often focused their planning around the key words in the question; some used this page to remind themselves of their paragraph map / structure system (e.g. PEEL).

Some candidates did not use the bullet points provided for them in the questions. These could have been helpful sentence starters, scaffolding them into a thorough analysis of their material.

Part B: Report on Standards

91594: Analyse a dance performance

Candidates who were awarded **Achievement** commonly:

- described aspects of the dance performance
- briefly discussed the ways different aspects combined to produce an effective performance or how they conveyed meaning(s)
- did not provide supporting detail for all parts of question
- gave some examples from the dance to support statements made, but lacked specific detail or included irrelevant information
- provided some analysis of the dance but limited evaluation was evident
- briefly explained an idea or ideas communicated in the dance performance.

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

- did not answer both parts of the question
- showed a narrow understanding of the dance
- provided a very superficial analysis of the dance and covered a limited range of key aspects with limited supporting evidence or no relevant evidence
- gave brief descriptions, but were unable to discuss.

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 a 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 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
- analysed the dance comprehensively showing 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.

Standard-specific comments

The first question was popular, with many candidates describing two different ways that time was used in the dance performance. However, candidates did not discuss in detail how varying the use of time creates interest in the work. Bullet points in part (b) of the questions were often overlooked.

Question Two was appropriate to most dances studied. Some candidates answered part (a) in detail but did not have a comprehensive response to the second part. Using the bullet points may have helped them to shape a detailed and perceptive answer.

Some candidates answered Question Three by choosing two short sections of the dance, rather than one short section and describing at least two ways that it could be interpreted. This question was less popular.

Appropriate dances studied included:

- *Rotunda*
- *Ghost Dancers*
- *Queen Camel*
- *Trees, Birds then People*
- *Milagros*
- *Kura*
- *Rooster*
- *Poor Boy*
- *Anatomy of a Passing Cloud*
- *Mauri*
- *Kura*
- *Passchendaele*
- *Grotteschi*
- *Run.*

Particularly successful choices included:

- *Rotunda*
- *Trees, Birds then People*
- *Milagros*
- *Passchendaele.*

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

Candidates who were awarded **Achievement** commonly:

- addressed both parts of the question, although often had much more of an emphasis on part (a) – more description and factual information – than part (b) where more advanced skills of analysis were required
- gave some supporting evidence but not with any great detail - evidence was often just listed and not explained
- gave factual detail that was largely correct but the discussion of how these facts related to the development of dance in Aotearoa / New Zealand was limited
- demonstrated content knowledge that was sufficient and provided some superficial discussion and analysis.

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

- provided very general and superficial information with little or no supporting evidence
- only addressed one part of the question and / or provided inaccurate information therefore did not demonstrate knowledge of dance in Aotearoa / New Zealand
- could describe but not discuss
- wrote very brief answers which did not allow them to demonstrate sufficient knowledge.

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

- described in detail and showed some ability to discuss
- provided annotated and relevant diagrams
- included specific and relevant examples to back up points made and generally explained these fully
- made relevant points but sometimes limited these to one key idea or discussion point therefore lacking a breadth of knowledge about NZ dance.

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

- comprehensively and perceptively used supporting evidence in relevant and thoughtful ways
- showed both depth and breadth of knowledge
- synthesised knowledge of a number of 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
- described in detail and were able to tailor this detail to address the question asked
- applied their knowledge to the question asked and drew on a wide range of topics and examples to back up their points.

Standard-specific comments

Candidates drew from a wide range of New Zealand dance aspects and used these in relevant ways to answer the questions.

More popular question choices were Questions Three and Four; those who attempted Question Two and were able to do this well by showing their understanding of a number of aspects key to the development of New Zealand Dance.

When answering Question Four about the New Dance Group, few candidates referred directly to the photographs; some ignored the question, stating all the facts they knew about the New Dance Group; others failed to discuss the relevance of the New Dance Group to the development of dance in Aotearoa/New Zealand.

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