

91595



Draw a cross through the box (X) if you have NOT written in this booklet

+



Mana Tohu Mātauranga o Aotearoa

New Zealand Qualifications Authority

Level 3 Dance 2025

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

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of the development of dance in Aotearoa / New Zealand.	Demonstrate in-depth understanding of the development of dance in Aotearoa / New Zealand.	Demonstrate perceptive understanding of the development of dance in Aotearoa / New Zealand.

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

There are four questions in this booklet. **You should attempt ONE question.** Your sketched and written answers must be completed in ink.

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 2–12 in the correct order and that none of these pages is blank.

Do not write in the margins (//////). This area will be cut off when the booklet is marked.

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

INSTRUCTIONS

Select ONE question to answer, from page 3, and write your answer beginning on page 5. You may comment on aspects other than those suggested in the bullet points included in the question.

Space for you to make notes and plan your answer is provided on page 4.

Acknowledgement

Material from the following source has been adapted for use in this assessment:

Quote (Question 1): Black Grace. (n.d.). *About*. <https://www.blackgracestore.com/about>

EITHER: QUESTION ONE: Black Grace Dance Company

“The work itself is highly physical, rich in the story telling traditions of the South Pacific and expressed with raw finesse, unique beauty and power.” – Black Grace

Discuss how accurately this quote represents the work of Black Grace and their contributions to the development of dance in Aotearoa/New Zealand.

You might comment on:

- characteristic movement styles
- choreographic choices
- themes in their work
- collaborations and partnerships.

OR: QUESTION TWO: An established New Zealand choreographer

A choreographer with a body of work of 20 or more years is called an ‘established choreographer’.

Discuss how the contributions of ONE established choreographer have been significant to the development of dance in Aotearoa/New Zealand.

You might comment on:

- innovations or points of difference
- influences or approaches
- style of movement
- choreographic processes.

OR: QUESTION THREE: Social media

Discuss the ways social media have contributed to engagement in and the development of one or more dance style(s) in Aotearoa/New Zealand.

You might comment on:

- new movements
- particular groups or individuals
- accessibility and popularity
- changing audiences or styles.

OR: QUESTION FOUR: A cultural dance form

Discuss ways a cultural dance form has contributed to communicating, maintaining, or changing cultural knowledge or practices over time in Aotearoa/New Zealand.

You might comment on:

- movements and stimuli
- rehearsal processes
- performance practices
- dancers and audiences.

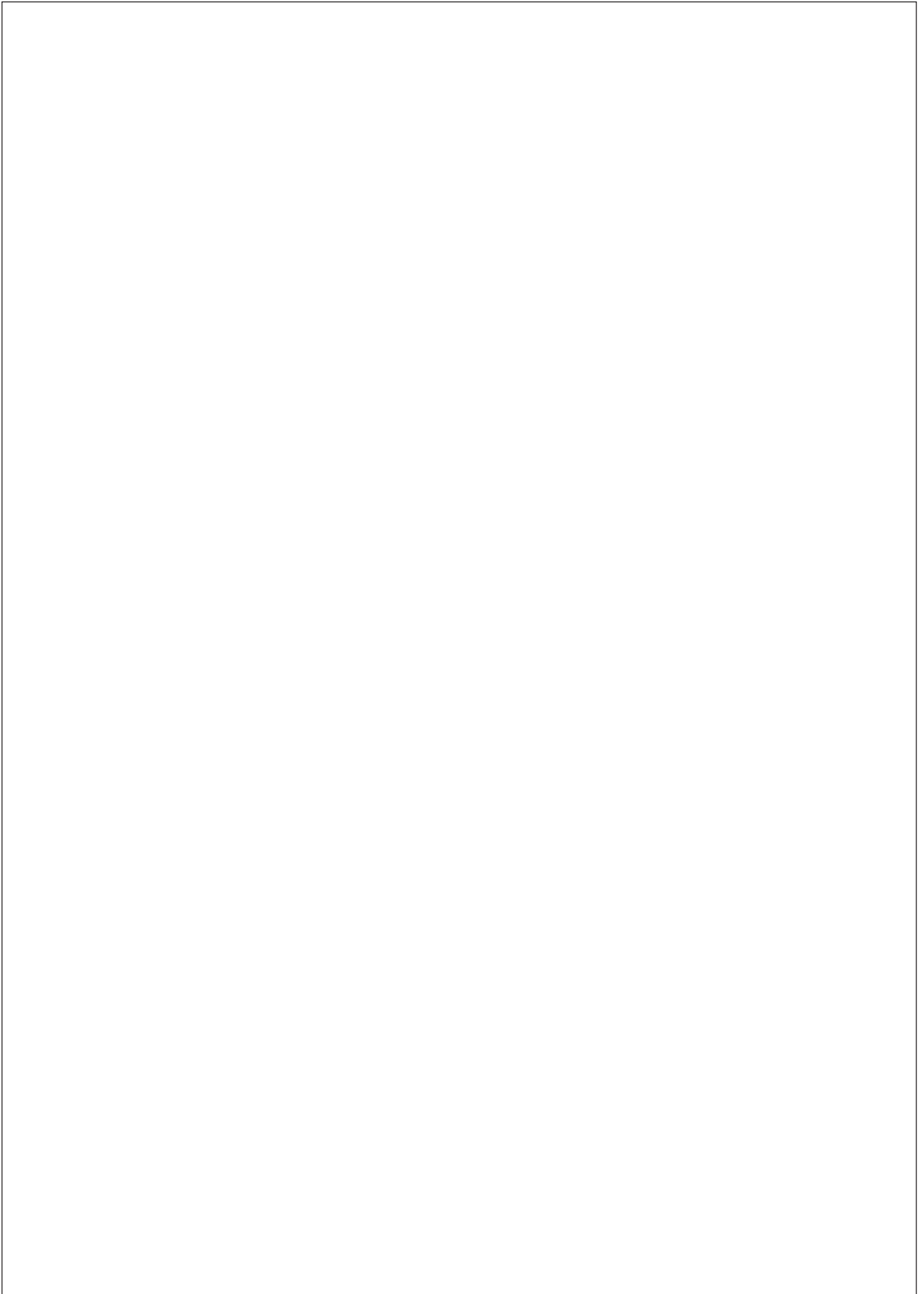
PLANNING

Question number: _____

Handwriting practice lines consisting of 20 horizontal rows. Each row is defined by two parallel horizontal lines, creating a series of uniform gaps for letter height practice.

Handwriting practice lines consisting of 20 horizontal rows. Each row is defined by two parallel horizontal lines, creating a series of uniform gaps for letter height practice.

Sketch on this page if you want to illustrate any part of your answer.
Label the sketch to explain the point(s) you are making.



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

QUESTION
NUMBER

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

QUESTION
NUMBER

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

QUESTION
NUMBER

91595