

# Assessment Report

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## Level 3 Dance 2021

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### Part A: Commentary

The examinations offered clear opportunity for candidates to meet the criteria of the standards and sufficiently demonstrate the skills and knowledge required at all grade levels. The examinations allowed those with comprehensive knowledge to show this, and allowed those with less robust knowledge to attempt a reasonable response. The planning page was well utilised by many successful candidates to organise their thoughts and points about how to best address the question asked, and how to structure the content knowledge they brought with them to answer the specific chosen question. Candidates who did not achieve were sometimes unable to tailor their content knowledge to address the question, and instead provided a series of facts and information that was not relevant or needed. Candidates who were able to adapt their knowledge to formulate a specific answer to the question provided stronger answers overall. Those who provided relevant and detailed supporting evidence were successful in their responses, and were able to evaluate and explain with reference to the question that was being asked. Bullet points in the questions are a guide to the selection of relevant information, and not a list of what must be covered in their answer



## Part B: Report on standards

### 91594: Analyse a dance performance

#### Examinations

The examination offered three questions; candidates were required to select and respond to one question only. The questions covered the contexts specified in the 2021 Assessment Specifications, which were 'use of contrast', 'opening and / or closing moment', and 'repetition and variation'. The questions required candidates to apply their understanding of a studied professional dance. To assist in their application of their knowledge of the dance to the selected question, candidates were able to view it in the examination room. A comprehensive analysis of the dance performance was required of the candidate. This included critically evaluating the contribution of key aspects to the overall effectiveness of the dance performance, and discussing the ways in which different aspects combine to produce an effect or convey meaning. Candidates were expected to respond in essay or extended paragraph form, with a sketch page available for use if appropriate. Candidates were expected to support their response to the question with relevant evidence from the dance.

#### Observations

The examination paper provided the opportunity for candidates to analyse and demonstrate their knowledge of a dance. Those who provided supporting evidence were successful in their responses and were able to evaluate and explain with reference to the question being asked. Planning pages were used successfully by most candidates, and the sketch page was used by many candidates to expand or clarify their answers. Some longer responses which did not address the question did not reach Achievement. This was particularly seen in Question Three, where candidates omitted to address how repetition and variation helps give form and structure to the dance. The candidates' response must be relevant to the question. Some candidates wrote more than required, as if their answer was pre-prepared rather than written specifically in response to the question. Candidates who applied their knowledge to the question demonstrated they could think critically. Successful candidates showed evidence of planning. Candidates who responded using poorly resourced dance work were less able to demonstrate the depth of understanding that was evident in the work of

candidates who used well established and well-resourced dance works, such as those identified in the assessment specifications. For example, candidates who used dances with readily available exam-related resources – for example, those by the RNZB (such as Milagros) or The NZ Dance company (such as Coventry Carol, Rotunda) – were more likely to be able to write comprehensive answers.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed some knowledge, but their answers lacked specific examples and depth
- provided a brief evaluation of the use of key aspects
- did not provide sufficient details for all parts of their response
- described some aspects of the dance performance
- explained and evaluated some key aspects of the dance.

Candidates who were awarded as **not Achieved** commonly:

- did not use their knowledge to respond to the question
- demonstrated a limited understanding of the dance or topic
- provided very basic or superficial descriptions with little explanation that was relevant to the question
- demonstrated a narrow understanding of the dance
- did not address the question clearly.

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

- provided a response using evidence to show an understanding of dance details
- responded in context
- described significant key aspects of a dance performance
- evaluated the effect, purpose, or contribution of key aspects
- discussed the connections and relationships between key aspects of the dance performance, with supporting evidence

- provided a clear introduction and conclusion that were relevant to the question being asked.

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

- discussed and critically evaluated the overall effectiveness of the dance performance
  - provided evidence from the resource in their response
  - covered all aspects of the standard to comprehensively and perceptively respond to the question
  - evaluated the contribution of key aspects to the overall effectiveness of the dance performance
  - analysed the dance using a breadth and depth of knowledge
  - included clearly labelled and relevant diagrams.
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## 91595: Demonstrate understanding of the development of dance in Aotearoa/New Zealand

### Examinations

The examination offered four questions; candidates were required to select and respond to one question only. The questions covered the contexts specified in the 2021 Assessment Specifications, which were 'The Royal New Zealand Ballet (RNZB)', 'ceremonies and celebrations', 'a social dance form', and 'Neil Ieremia'. The questions required candidates to apply their understanding of the development of dance in Aotearoa / New Zealand, and to formulate a response to their selected question. A demonstration of perceptive understanding was required of candidates, which included insightfully explaining the significance and interrelated nature of selected aspects of the development of dance. Candidates were expected to respond in essay or extended paragraph form, with a sketch page available for use if appropriate. Candidates were expected to support their response to the question with relevant evidence.

### Observations

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The questions allowed candidates to demonstrate the criteria of the standard. Contexts that are well-resourced allow students to respond in more depth. Candidates who were able to draw on information from a range of sources, rather than just their own personal experience, were able to achieve at the Merit and Excellence levels of the standard. Careful use of the planning page allowed candidates to successfully structure an answer to the question by incorporating their own knowledge. Candidates who were able to accurately draw on a broad knowledge of dance in Aotearoa / New Zealand were able to meet the criteria at the top end of the assessment range. Candidates who provided relevant and detailed supporting evidence were able to discuss, evaluate and explain, with reference to the question that was being asked. Candidates who tailored their knowledge to the question demonstrated that they could think critically. Question Four about Neil Ieremia was chosen almost exclusively, with only a few candidates selecting a different question.

### Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed some knowledge, but their answers lacked specific examples and depth
- did not respond to the entire question, but answers could be inferred
- interpreted the question accurately and gave an appropriate response
- made points appropriate to the statement chosen
- described and discussed key aspects relevant to the topic.

Candidates who were awarded as **not Achieved** commonly:

- did not use their knowledge to respond to the question in context
- provided an incomplete answer
- did not provide evidence, or gave generalisations
- demonstrated a limited understanding of the topic
- did not provide relevant or clear evidence to support their response.

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

- linked relevant points across several significant aspects to address the question

- provided supporting evidence in their response
- addressed the whole question throughout their response
- provided structured responses that developed simple description
- demonstrated a sound curriculum knowledge
- explained the reasons for the development of selected aspects of dance
- provided a clear introduction and conclusion that were relevant to the question.

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

- provided a comprehensive response to fully address the question
- provided examples with a high level of detail
- demonstrated a broad knowledge of dance in Aotearoa / New Zealand
- evaluated key aspects of the overall effectiveness of the performance
- explained the significance and interrelated nature of selected aspects of the topic in their response.

## [Dance subject page](#)

### Previous years' reports

[2020 \(PDF, 152KB\)](#)

[2019 \(PDF, 274KB\)](#)

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

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

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