

Subject: DANCE

Level: 3

Standards: 91594, 91595

Part A: Commentary

The examinations offered candidates the opportunity to meet the criteria of the standards and demonstrate the necessary skills and knowledge required at all grade levels. Candidates with comprehensive knowledge were able to clearly demonstrate this, and many with less robust knowledge were still able to attempt a reasonable response.

Candidates who selected a suitable question and then engaged with it thoroughly were the most successful. These candidates unpacked the requirements of the question and provided responses that fully addressed their knowledge within Dance. Candidates who performed strongly were able to adapt and apply what they had studied to the question. However, candidates attempting to fit heavily rote-learned content into their response to the question were often unable to demonstrate perceptive insight or understanding.

Candidates who cited relevant examples to support their answer to a question, achieved higher grades than those who referenced indirect or loosely associated examples. Candidates are encouraged to refer to the bullet points in examination questions to support their planning of a relevant response, and not as a list of what must be covered.

Some responses were exhaustively long and provided redundant evidence. These candidates often demonstrated superficial knowledge at the expense of depth of understanding. Effectively planning a response in both standards demonstrated a proficiency in organising knowledge and clarity of understanding.

Part B: Report on standards

91594: Analyse a dance performance

Examination

The examination included three questions from which candidates were required to select one to respond to. The questions covered the contexts specified in the 2022 Assessment Specifications, which were 'use of unison and non-unison', 'the title of the dance' and 'communication of key ideas/themes'.

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.

Some candidates appeared to be writing more than was required, as if learned from memory rather than produced in response to the question. Candidates who tailored their knowledge to the question demonstrated critical thinking. Successful candidates showed evidence of planning and appropriate exam techniques, such as focusing on key words within the question.

Candidates who performed well ensured that all aspects of the questions were discussed. For example, Question 3 asked candidates to “Discuss how successfully the movements and technical design of the dance have combined to communicate the key ideas and/or themes.” Many candidates described how movements were used to communicate the key ideas and discussed how movement and technical design combined to communicate those key ideas. Candidates who did not do so, did not perform as well.

Candidates whose responses used a less well-resourced dance work struggled to demonstrate the same depth of understanding compared to those who instead analysed a dance work that was identified in the Assessment Specifications. For example, candidates who used dances that have exam-related resources available were more likely to be able to write answers that were comprehensive and directly addressed the question being asked.

Successful Dance choices included: Rotunda, Trees, Birds then People, Mauri, Ghost Dances, Little Red Rooster.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed some knowledge, but lacked specific examples and depth to the answer
- answered the question, and briefly evaluated the use of some of the key aspects
- provided some details for all parts of the question
- gave some supporting evidence, but lacked detail.

Candidates who were awarded **Not Achieved** commonly:

- did not use their knowledge of the dance to address the selected question
- provided very basic or superficial descriptions of the dance, with little explanation of how these descriptions related to the discussion topic of the question
- 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 or topic.

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

- used a convincing level of detail that showed they knew the dance work well
- directly addressed the question throughout their response
- 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, with relevant and detailed supporting evidence
- consistently referred to key words that were relevant to the question being asked.

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

- perceptively took examples from the dance work to clearly exemplify their main discussion points
- comprehensively addressed the question asked with relevant and pertinent material
- comprehensively covered all aspects of the question in perceptive ways

- 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
- included clearly labelled and relevant diagrams to plan and support their response.

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

Examination

The examination offered four questions; candidates were required to select and respond to one question only. The questions covered the contexts specified in the 2022 Assessment Specifications, which were: ‘an established New Zealand dance company’, ‘a Māori dance form’, ‘dance education in Aotearoa/New Zealand’, and ‘Shona McCullagh’.

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.

Successful candidates were able to structure the content knowledge they brought with them to answer the specific chosen question, while those who did not gain Achievement were often unable to tailor their content knowledge to address the question. They instead provided a series of facts and information that was not relevant or needed.

The questions all allowed candidates to demonstrate the criteria of the standard. Well-prepared candidates provided thoughtful responses and candidates who tailored their knowledge to the question demonstrated that they could think critically.

Contexts that are well-resourced allow candidates 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. Candidates who were able to accurately draw on broad and deep knowledge of dance in Aotearoa/New Zealand were able to meet the criteria at the top end of the assessment range. Candidates who performed strongly provided relevant and detailed supporting evidence and could discuss, evaluate, and explain, with reference to the selected question. Question One was chosen almost exclusively, with only a small number of candidates selecting a different question.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed some knowledge and were able to provide some examples
- selected predominately accurate basic facts and evidence to support explanations
- did not always respond directly to the question, but relevance could be inferred
- interpreted the question with some accuracy and gave an appropriate response
- described and briefly discussed key aspects relevant to the topic.

Candidates who were awarded **Not Achieved** commonly:

- provided an incomplete answer
- gave superficial responses to address the question
- did not develop their analysis beyond descriptions
- demonstrated limited understanding of the topic
- did not provide relevant evidence to support their response
- listed facts, but did not answer the question
- made broad, unsubstantiated generalisations.

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

- provided detailed and relevant supporting evidence in their response
- carefully structured a response to ensure that it addressed the examination question
- explained the reasons for the development of selected aspects of dance in Aotearoa / New Zealand
- provided a clear introduction and conclusion that were relevant to the question.

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

- provided a perceptive and comprehensive response to fully address the question
- used carefully chosen, relevant, and detailed evidence to support their response
- linked relevant points across several significant aspects to address the question
- presented a clear and developed argument that addressed the question asked and which was backed up by judicious choice of relevant examples
- demonstrated a broad and thorough knowledge and understanding of dance in Aotearoa/New Zealand
- showed a clear understanding of the development of key aspects and wove this understanding throughout the response
- explained the significance and interrelated nature of selected aspects of the topic in their response.