

2023 NCEA Assessment Report

Subject:	Dance
Level:	Level 3
Achievement standard(s):	91594, 91595

General commentary

The examinations provided candidates with the opportunity to meet achievement criteria of the standards and to demonstrate the requisite skills and knowledge at each level of achievement.

Candidates who selected an appropriate question and utilised the planning pages to adapt their knowledge to the question were able to respond most successfully.

Candidates who did not achieve, often did not transfer their knowledge to address the question and instead provided rote-learned, or general facts and information that were not relevant in response. Careful attention to the key terms in a question offered many candidates the best chance to display their knowledge and skills.

Candidates who cited relevant examples to support their answer to a question, achieved higher grades than those who referred indirectly to examples. Bullet points in the questions are provided to guide candidates in selecting and adapting their knowledge as relevant to the question and are not a list of what must be covered in their response.

Report on individual achievement standard(s)

Achievement standard 91594: Analyse a dance performance

Assessment

The examination included three questions, from which candidates were required to select one to respond to. The questions covered the contexts specified in the 2023 Assessment Specifications, which were 'pathways', 'technical design', and 'unity'.

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 an excerpt of 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. Candidates were expected to support their response to the question with relevant evidence from the dance. A sketch page was also available for providing sketched references to support written responses (as supporting evidence).

Commentary

Candidates who responded using a dance with limited resources were less able to demonstrate the depth of understanding than candidates who used well-established companies/choreographers with well-resourced works, such as those identified in the assessment specifications. Among candidates who used dances with readily available assessment-specific resources, successful dance choices were: 'Rotunda', 'Trees, Birds then People' (NZDC), 'Mauri' (Atamira Dance Company), 'Ghost Dances', and 'Little Red Rooster' (Rambert Dance Company).

Questions Two and Three were popular choices by many of the candidates. Candidates who applied their knowledge to the question demonstrated they could think critically. For example, in Question Three, some candidates identified aspects from the dance, but did not make comments on how they combined to create unity, as required by the question, and therefore did not meet the requirements for Achievement.

Successful candidates showed evidence of planning; consistently reflecting clearly structured ideas; an introduction, content, the planned use of examples, and clearly drawn conclusions. These aided in addressing the question and helped with providing appropriate evidence from the dance.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated some knowledge of the dance
- answered the question, often generally
- briefly evaluated the use of some of the key aspects
- gave supporting evidence that lacked specific detail
- often presented unbalanced responses and did not provide details for all parts of the question
- included some irrelevant information.

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

- directly and consistently addressed the question
- described significant key aspects of a dance performance
- used a convincing level of detail to demonstrate their knowledge of the dance
- evaluated the dance and linked the examples to the question
- provided a clear introduction and conclusion that were relevant to the question being asked.

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

- took examples from the dance work to thoughtfully exemplify their main points
- comprehensively addressed the question asked with relevant and pertinent material
- covered all aspects of the question in clear and perceptive ways
- critically evaluated the contribution of key aspects to the overall effectiveness of the dance performance
- demonstrated a clear analysis, with a relevant introduction and conclusion of ideas.

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

- attempted to apply their knowledge of the dance to the question
- had a limited understanding of the dance or topic
- provided a very basic or superficial description of the dance, with little explanation

- provided answers that were unrelated to the question
 - used a dance that limited the depth and suitability of responses.
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Achievement standard 91595: Demonstrate understanding of the development of dance in Aotearoa/New Zealand

Assessment

The examination offered four questions; candidates were required to select and respond to one question only. The questions covered the contexts specified in the 2023 Assessment Specifications, which were: 'an established New Zealand choreographer', 'The New Zealand Dance Company', 'a cultural dance form', and 'a partnering dance form'.

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. Candidates were expected to support their response to the question with relevant evidence from the dance. A sketch page was also available for providing sketched references to support written responses (as supporting evidence).

Commentary

Contexts that are well-resourced allowed candidates the opportunity 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.

Question One, about 'An established New Zealand choreographer' was responded to almost exclusively by candidates, with only a few candidates nationally responding to other questions.

Candidates who were able to bring their prior knowledge and adapt it to the specifics of the question, rather than providing lengthy, rote-learned information or biographical responses, were the most successful.

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
- responded to the question throughout the response, though sometimes indirectly
- interpreted the question and applied knowledge to produce an appropriate response
- described and briefly discussed key aspects relevant to the topic.

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

- explained reasons for the influence in Question One
- provided detailed and relevant supporting evidence in their response
- provided evidence that supported their selected question

- addressed the question directly throughout the response.

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

- produced insightful commentary, consistently connected to the question
- were selective in the structuring of their points
- used evidence to build an overall response to the question
- linked perceptive points to significant examples or evidence
- clearly communicated the interconnected nature of discussed aspects.

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

- provided incomplete or only partial answers
 - focused almost exclusively on description or primarily biographical information connected to the context, rather than addressing the question
 - had only a limited understanding of the topic or context
 - provided answers that were unrelated to the question
 - used a context or choreographer or style choice that limited the depth and suitability of responses.
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