

2024 NCEA Assessment Report

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

General commentary

Both examinations gave candidates opportunities to meet the standards and demonstrate understanding at each grade level. Responses that engaged directly with the specific requirements of the question selected were most successful. Candidates who selected an appropriate question to communicate and apply their learning, and then utilised the planning and diagram spaces to fully express their knowledge for the context focus of the question were most successful across all levels of achievement.

Higher performing candidates were able to work their existing knowledge of familiar context topic while still addressing the unique requirements of the specific unseen question. Less successful candidates attempted to work rote-learned content into their response to the question without always addressing the specifics, limiting their ability to show detailed or comprehensive understanding.

When candidates paid attention to the key terms in a question they had 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.

In both standards, there were bullet points within questions to provide candidates with support for planning an appropriate and relevant response to meet the standard. These are not given as a list of what must be covered.

Report on individual achievement standard(s)

Achievement standard 91594: Analyse a dance performance

Assessment

The assessment provided three questions from which candidates were required to select one to respond to, giving an opportunity for candidates to demonstrate understanding of their chosen dance performance. The questions covered the contexts specified in the 2024 Assessment Specifications, which were 'contrasts', 'visual design', and 'energy / dynamics'.

Candidates who answered the question directly and used ideas from the dance that related to the question were successful in their responses. Those who succeed at higher levels provided detailed supporting evidence and displayed an understanding for the question being asked.

Commentary

Candidate responses using a less well-resourced dance performance struggled to demonstrate the same depth of understanding as those using dance performances identified in the assessment

specifications. For example, candidates who used dances that have examination supporting resources available with them were more likely to write answers that were comprehensive and directly answered the question being asked.

Successful dance performance choices were: 'Rotunda' & 'Trees, Birds then People' (NZDC), 'Mauri' (Atamira Dance Collective), 'Ghost Dances' and 'Little Red Rooster' (Rambert Dance Company).

Grade awarding

Candidates who were awarded **Achievement** commonly:

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

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

- used a level of detail that showed they knew the dance performance well.
- addressed the question directly 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
- provided a clear introduction and conclusion that was relevant to the question being asked.

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

- used examples perceptively from the dance performance to clearly exemplify their main points
- addressed the question comprehensively with relevant and pertinent material
- covered all aspects of the standard comprehensively to fully address the question in perceptive ways, including clearly labelled and relevant diagrams
- evaluated the contribution of key aspects to the overall effectiveness of the dance performance critically
- analysed the dance performance using a breadth and depth of knowledge.

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

- did not use their knowledge of the dance to address the question being asked
 - demonstrated a limited understanding of the dance or topic
 - provided basic or superficial descriptions of the dance with little explanation of how these descriptions related to the discussion topic or question
 - used a choice of dance that limited the depth and suitability of responses
 - displayed a superficial understanding of the dance.
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Achievement standard 91595: Demonstrate understanding of the development of dance in Aotearoa / New Zealand

Assessment

The examination offered four questions, and candidates were required to select and respond to one question only. The questions covered the contexts specified in the 2024 Assessment Specifications, which were: 'established New Zealand choreographers', 'Haka', 'The Royal New Zealand Ballet', and 'a social or cultural dance style'.

The questions required candidates to apply their understanding of the development of dance in Aotearoa / New Zealand and 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 context being discussed. A sketch page was also available for providing sketched references to support written responses (as supporting evidence).

Commentary

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 more likely to achieve at the Merit and Excellence levels of the standard.

Most candidates, nationally, responded to Question One which was about established New Zealand choreographers, with a large majority of those discussing the work of Neil Ieremia and Parris Goebel or Neil Ieremia and Douglas Wright.

A small number of candidates, but more than typically, responded to Question 2, 3 and 4.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- responded to requirements of the question
- showed some knowledge and provided examples
- selected predominately accurate basic facts and evidence to support explanations
- gave an appropriate response to the question
- described and briefly discussed key aspects relevant to the topic.

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

- explained how or why approaches to developing specific bodies of work or examples of past works / dances made contributions to the development of dance in Aotearoa / New Zealand significant
- provided detailed and relevant supporting evidence in their responses, including titles of dances, years of release / development, critical commentary quotes, direct address, and names of dancers
- provided detailed supporting evidence that supported their response to the specific question
- focussed on how and why key events or moments occurred.

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

- produced insightful commentary which consistently linked to the question focus
- were selective in the use and structuring of points
- selected appropriate evidence to support the points raised
- made perceptive observations between points in the question and wider, present-day significance or contributions
- integrated evidence within question arguments, providing depth of explanations and examples.

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

- provided incomplete or only partial answers
 - discussed the work of one established choreographer only in Question One
 - largely focussed on description or general biographical information connected to the context of the question rather than then addressing the question (e.g. providing descriptions of specific dances, works, ways of working)
 - showed limited understanding of the topic / context of the selected question
 - used a context or choreographer or style choice that limited the depth and suitability of responses.
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