

2025 NCEA Assessment Report

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

General commentary

Candidates appeared familiar with the assessment specifications in both standards. Many responses were full and complete in these assessments. High-achieving candidates tended to select questions appropriate to their knowledge, utilised planning spaces, and included detail and supporting evidence in their responses. Organisation of knowledge and clarity of understanding supported clear understanding of dance.

Bullet points within the assessment task was not a list of what needed to be covered in the response, rather it provided support for candidates to consider and plan their knowledge and understanding in a relevant and appropriate structure. Not every bullet needs to be addressed in the answer.

Report on individual achievement standard(s)

Achievement standard 91594: Analyse a dance performance

Assessment

The assessment provided the opportunity for the candidates to demonstrate an understanding of their chosen dance. There were three questions from which candidates were required to select one to respond to, which covered the contexts specified in the 2025 Assessment Specifications, including 'use of space', 'sound / aural design', and 'motif development'.

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

Commentary

Chosen dances with limited supporting resources commonly resulted in a lack of depth in the response. Candidates more frequently chose Question Three to respond to. However, not all candidates addressed the entire question and therefore did not show enough understanding to achieve. Specifically, Question Three asked "Discuss the choreographer's development of ONE motif in the dance and how this supports the choreographer's intention(s)". Many responses offered one or more motifs, but did not discuss how they supported the choreographer's intention.

Successful dances for this standard were: Rotunda, Trees, Birds then People, Mauri, Ghost Dances, and Little Red Rooster.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- described key aspects but lacked specific examples and depth
- showed some knowledge in analysis
- evaluated the use of some of the key aspects briefly
- provided only limited details for all parts of the question
- gave some supporting evidence.

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

- showed they knew the dance work well with convincing levels of detail
- interpreted the dance and assessment question throughout their response
- described significant key aspects of a dance performance
- evaluated the effect, purpose or contribution of the question focus in detail
- explained connections and relationships with relevant and detailed supporting evidence
- provided clear introductory, substantive and concluding statements to shape their analysis.

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

- took several examples from the dance work to perceptively exemplify their main points
- addressed the question being asked with relevant and insightful material
- covered all aspects of the standard to fully address the question in perceptive ways
- critically evaluated the contribution of the question context to the overall effectiveness of the dance
- analysed the dance using a clear breadth and depth of knowledge, including through the use of clearly labelled and relevant diagrams.

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

- did not address the requirements of the question being asked
 - demonstrated limited understanding of the dance or question topic
 - provided very basic or superficial descriptions of the dance with little or no explanation of how these related
 - produced answers that were unrelated to the question
 - selected a dance performance that contained limited the depth or suitability for responses at this level.
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Achievement standard 91595: Demonstrate understanding of the development of dance in Aotearoa / New Zealand

Assessment

The assessment offered four questions; candidates were directed to select and respond to one question only. The questions covered the contexts specified in the 2025 Assessment Specifications, which were: 'Black Grace Dance Company', 'an established New Zealand choreographer', being a New Zealand choreographer with a body of work of 20+ years, 'social media', and 'a cultural dance form'.

Candidates prepared and responded well to 2025 specifications with a large proportion of the cohort successfully submitting full and complete responses.

Commentary

Candidate responses that used contexts with limited supporting resources commonly did not demonstrate the same depth of knowledge of development when compared to those with contexts / topics that contained larger bodies of material to draw from.

Most candidates responded to Question Two with a large majority of those discussing the work of Neil Ieremia. A slightly smaller majority responded to Question One (Black Grace) with several utilising the same overall topic whether responding to Question One or Two.

Very few candidates responded to Question Three or Four.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- responded to the requirements of the question
- showed some knowledge of the question context
- provided some examples of dances or other work
- selected accurate basic information for evidence to support explanations
- interpreted the question and gave an appropriate response
- described and briefly discussed key aspects relevant to the topic selected
- avoided lengthy biographical recounts and summaries.

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

- explained and provided reasons for specific dance works or approaches of a choreographer contributing to development of dance in Aotearoa.
- showed knowledge of details connected to choreographers, companies or styles to support responses
- integrated detail within explanations, such as titles of dances, movements or phrase descriptions, years of release or development, events and projects, quotes from critical sources and names of dancers
- expanded on examples with analysis of how contributions, significance, or impacts were realised to show depth of understanding
- provided detailed supporting evidence (including items above) that supported discussion of the selected question / focus.

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

- provided connections between dance works and stages of development as well as relevant societal circumstances
- consistently linked insightful discussion points to the essence of the question / focus
- presented well-structured discussions with points and evidence that supported perceptive understanding
- integrated detailed supporting evidence throughout arguments and reasons
- were selective in structuring responses to provide the most relevant and appropriate material to support the context and question / focus.

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

- provided incomplete or only partial answers
 - discussed only biographical details about a choreographer
 - ignored a specific focus required by the question
 - did not recall key details about the topic
 - focussed on descriptions of dances without connection to the discussion required in the question.
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