

# **National Certificate of Educational Achievement**

## **2011 Assessment Report**

### **Dance Level 3**

- 90597 Analyse and evaluate a dance performance**
- 90598 Discuss the features and development of dance in Aotearoa/  
New Zealand**

## COMMENTARY

The more specific Assessment Specifications that were available this year seemed to have allowed more candidates to be awarded Achievement for level 3 Dance, than previously. It was evident that candidates had been able to prepare more fully and demonstrated some appropriate knowledge to answer the question of their choice, although many lacked the depth and detail to gain Achievement with Merit or Achievement with Excellence. The effect of more specific specifications on the number of students achieving with Merit or Excellence is less clear.

## STANDARD REPORTS

### 90597 Analyse and evaluate a dance performance

#### ACHIEVEMENT

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:**

- addressed both parts of the question satisfactorily
- mentioned key issues but lacked detail
- provided general examples from the dance
- did not fully explain the significance of examples or points raised
- analysed the dance work, but the evaluation was limited
- included simple diagrams to add information to the answer.

#### NOT ACHIEVED

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- did not address both parts of the question
- knew something about the dance work but at a basic level that was insufficient for level 3
- did not include examples (or gave very few) from the dance work to support the few points made
- included significant amounts of factual errors or irrelevant information
- lacked sufficient depth and wrote very brief answers that lacked any real analysis or evaluation
- demonstrated very limited knowledge of the dance work.

#### ACHIEVEMENT WITH MERIT

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:**

- provided examples that were specific, relevant, appropriate, and detailed
- included useful and well labelled diagrams
- showed sound and thorough knowledge of the dance work.

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:**

- demonstrated a comprehensive understanding of the dance
- included well labelled diagrams that were referred to in the text
- wrote detailed answers with relevant and detailed examples
- articulated a valid personal viewpoint that was supported with well chosen evidence and examples from the dance
- showed perceptive insight into the dance work
- demonstrated a comprehensive knowledge and analysis of a wide range of features about the dance work e.g. technologies, theme, movements, choreographers approach
- showed a greater depth of thinking and application of knowledge in both parts of the question.

## **OTHER COMMENTS**

Appropriate dances studied included Queen Camel, Rooster, Poor Boy, Ghost Dances, Stamping Ground, Kura, Steps in the Street, Mauri, This Way up, Poi, Grain, Jellicle Cats, Outside the Square, Abisheka, Swan Song, Ailvin Ailey works e.g. Revelations, Sinner Man, Pilgrim of Sorrow

Less successful dances were Step up 1 – Final Showcase, Centre Stage, Maui.

## **90598 Discuss the features and development of dance in Aotearoa/ New Zealand**

### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:**

- described some features of New Zealand dance and produced a very basic discussion of the development
- answered one part in more detail than the other
- provided responses that were mostly relevant to the topic
- provided some general examples to support their answers
- provided basic facts
- did not fully explain the significance of examples or points raised
- demonstrated a limited range of knowledge e.g. focused largely on just one aspect of an individual's work
- repeated information in part A and B of the question and, therefore, did not show a depth of knowledge.

### **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- demonstrated a narrow and very limited understanding of dance in Aotearoa/ New Zealand with significant gaps or errors in their knowledge evident

- included a large amount of irrelevant information
- answered only one part of the question (most typically the 'describe' part but not the 'discuss' part)
- did not refer to specific examples
- wrote extremely brief responses that did not allow them to give adequate evidence of their knowledge.

### **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:**

- answered with detail
- supported main points with relevant and specific examples
- demonstrated sound knowledge of a small range of aspects of dance in Aotearoa/New Zealand (although often had one aspect that was more comprehensive than the rest of the aspects addressed in their answer).

### **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:**

- demonstrated a range of knowledge about New Zealand dance
- showed perceptive thinking and an ability to apply their knowledge of New Zealand dance to write comprehensive and appropriate answers to both parts of the question
- gave significant background information
- provided sound justification of opinions
- expressed perceptive personal evaluations and discussions to answer Part B of their chosen question
- made connections and links between individuals and features of New Zealand dance
- drew from a wide variety of sources in supporting their answers.