

# **National Certificate of Educational Achievement**

## **2013 Assessment Report**

### **Dance Level 3**

**91594 Analyse a dance performance**

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

## COMMENTARY

Candidates who paid close attention to the 2013 Assessment Specifications document were more likely to meet the standard requirements, thus having a positive effect on the quality of their responses.

Candidates who answered questions using formal writing structures were better able to organise their arguments and focus on the demands of the question. It is important that teaching programmes address these skills.

Markers appreciated candidates who remembered to put the question number at the beginning of their answers. Some candidates did not do this and the marker was left guessing as to which question the candidate was addressing.

The bullet points seemed to assist candidates to understand the questions and to frame their answers. It was pleasing to see that some candidates were able to go beyond the bullet points and write about other aspects related to their knowledge of the topic.

## STANDARD REPORTS

### 91594 Analyse a dance performance

#### ACHIEVEMENT

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

- provided basic facts
- gave some examples to back up some of the key points made
- provided some analysis but with limited evaluation
- answered aspects of the question but with limited detail.

#### 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:**

- showed a narrow understanding of the dance
- made several factual errors and lacked background knowledge
- provided a very superficial analysis of the dance and covered only a small range of key aspects
- did not answer all aspects of the question.

#### ACHIEVEMENT WITH MERIT

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

- had detailed knowledge of the dance and provided some evaluation and/or personal viewpoints
- covered a range of key aspects
- gave relevant and specific examples from the dance to back up most key points
- applied their knowledge of the dance to address the question and to show depth of understanding.

## **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:**

- were able to evaluate the dance using a breadth and depth of knowledge and covering a wide range of aspects
- wrote in a logical and coherent fashion
- provided significant and relevant background information
- gave detailed and relevant examples to support their personal point of view.

## **OTHER COMMENTS**

The most commonly attempted question was question two.

Appropriate dances studied included; Queen Camel, Rooster, Ghost Dances, Stamping Ground, Kura, Steps in the Street, Mauri, This Way Up, Poi, Swan Song, Grotteschi, Trees, Birds then People, Milagros, Method, Poor Boy.

Particularly successful choices included Trees, Birds then People, Milagros, Poor Boy and Steps in the Street.

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

### **ACHIEVEMENT**

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

- addressed the question adequately and gave a brief discussion, although one aspect of the question may have been answered in more detail
- gave some examples to back up key points
- could describe aspects of dance in Aotearoa/New Zealand, but discussion of the development was limited
- provided basic facts.

### **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:**

- showed a narrow understanding of the development of dance in Aotearoa/New Zealand
- covered a very limited range of key aspects
- lacked background knowledge
- did not exemplify the points made.

### **ACHIEVEMENT WITH MERIT**

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

- gave relevant and detailed examples to back up key points

- had a detailed knowledge of dance in Aotearoa/New Zealand and were able to discuss the key points
- covered a range of aspects although these may not have all been in comprehensive detail
- applied their knowledge of dance to show a depth of understanding.

### **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:**

- gave detailed and relevant examples to support their personal point of view
- drew from a wide variety of sources in supporting their answers
- provided relevant and significant background information
- expressed their ideas logically and coherently.

### **OTHER COMMENTS**

The most commonly chosen question was question four.