

# **National Certificate of Educational Achievement**

## **2014 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 answered questions using formal writing structures were better able to organise their arguments and focus on the demands of the question.

Sometimes the question candidates were answering was not apparent until well into their answer or in some cases not at all, especially where candidates had not indicated the question number.

Bullet points assisted candidates to understand the questions and to frame their answers. Candidates who gained merit or excellence grades were often able to go beyond the bullet points and write about other aspects related to their knowledge of the topic. Students need to be reminded that the bullet points are a guide only.

## STANDARD REPORTS

### 91594 Analyse a dance performance

#### ACHIEVEMENT

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

- described aspects of a dance performance in some detail
- communicated with clarity
- demonstrated an interpretation of a dance performance that had some depth
- used sketches and diagrams to give additional information or to illustrate points made
- explained with examples aspects of the chosen question.

#### 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 commonly:**

- provided inaccurate information and/or lacked background information
- showed a limited understanding of the requirements of the question
- showed a superficial understanding of the dance performance.

#### ACHIEVEMENT WITH MERIT

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

- demonstrated a detailed knowledge of the dance
- provided some evaluation supported with evidence
- covered all aspects of the question
- used specific examples in explanations
- paragraphed their work to allow for a more logical development of ideas.

## **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 commonly:**

- analysed a range of aspects of the dance in detail
- supported points made, with clear and appropriate examples
- provided significant and relevant background information
- evaluated key aspects of the dance in depth.

## **OTHER COMMENTS**

Appropriate dance studies included: Ghost Dancers, Queen Camel, Trees Birds then people, Milagros, Kura, Minoi, Rooster, Poor Boy, Anatomy of a Passing Cloud

Particularly successful choices included Trees Birds then People, Poor Boy, Milagros, and Rooster.

Question one was the most popular question answered.

## **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 commonly:**

- provided basic facts related to their chosen question but often lacked clear examples
- could describe aspects of dance in New Zealand but discussion of the development was limited
- used pictures and diagrams to provide additional information or examples
- did not provide details for all parts of the question.

### **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 commonly:**

- answered one part with some detail but did not address the rest of the question
- showed a narrow understanding of the development of dance in New Zealand
- covered a very limited range of key aspects
- did not exemplify 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 commonly:**

- gave relevant and specific examples to back up some key points
- covered a range of key aspects although these may have not all been comprehensive in their detail
- applied their knowledge of the dance to address the question and 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 commonly:**

- gave detailed and relevant examples to support their personal point of view
- expressed their ideas logically and coherently
- provided significant and relevant background information
- integrated a variety of relevant points and topics appropriately into their responses.

## **OTHER COMMENTS**

The most commonly chosen question was Question 4. The more concrete assessment specifications seemed to help more candidates meet the standard requirements and seemed to have a positive effect on the quality of response.