

2015 NCEA Assessment Report

Dance Level 3 91594, 91595

Commentary

Comment on the overall response of candidates to 2015 examinations for all achievement standards covered by this report.

Some candidates had been very well prepared for the examinations. They had in-depth knowledge of their chosen topics, clear examples to use in their answers and an understanding that their knowledge needed to be applied to the questions asked.

However, many candidates needed to relate their knowledge more closely to the questions asked. It was clear that these candidates had learned a lot about the dance performance or area of dance development they had studied but listing this information is not what is required at Level 3. Practice in adapting knowledge to the question was needed.

Overall, there was a lack of exam and essay technique demonstrated in candidates' answers. This impacted on their ability to think about and organise their knowledge in order to answer the questions. Techniques such as reading the question to identify the key words, addressing the question in an introduction and summarising in a conclusion, beginning each paragraph with a key point, providing examples or evidence etc. needed to be improved.

Report on standards

1. Assessment Report for 91594: Analyse a dance performance

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> described aspects of the dance performance did not provide details for all parts of question gave some examples to back up key points provided some analysis but limited evaluation was evident.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> did not answer both parts of the question showed a narrow understanding of the dance provided a very superficial analysis of the dance and covered a small range of key aspects.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> covered a range of key aspects applied their knowledge of the dance to address the question and show depth of understanding had detailed knowledge of the dance and provided some evaluation and/or personal viewpoints.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> gave detailed and relevant examples to support their personal point of view were able to evaluate the dance using a breadth and depth of knowledge and covering a wide range of aspects provided significant and relevant background information.
Standard specific comments	<p>Question two was the most popular in this paper, with many candidates describing the key themes and ideas in the dance they had studied. However, many did not discuss in detail the purpose of the dance and their personal view point as an audience member.</p> <p>Bullet points in Part B of the questions were often overlooked. While these are only included for guidance and can be ignored, a focus on some of these bullet points would have assisted weaker candidates.</p> <p>Candidates also needed to give more examples to support the points they were making.</p>

	<p>Appropriate dances studied included: <i>Ghost Dancers, Queen Camel, Kura, Anatomy of a passing cloud, Mauri</i> and <i>Kura</i>.</p> <p>Particularly successful choices included: <i>Rotunda, Trees Birds then People, Poor Boy, Milagros</i>, and <i>Rooster</i>.</p>
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2. Assessment Report for 91595: Demonstrate understanding of the development of dance in Aotearoa/New Zealand

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> • could describe aspects related to the development of New Zealand dance • started to discuss in response to the question although this was brief, often superficial and lacking in specific examples. • listed facts but did not always relate these to the question asked and only addressed the development of NZ dance very basically. • included simple diagrams with some relevance.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> • wrote very brief answers – usually less than one and a half pages in total • provided superficial descriptions of dance in New Zealand • provided little or no discussion related to the question • did not address Part B of the question or addressed this part very superficially • provided largely irrelevant information.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> • addressed both Part A and Part B of the question • described with detail and showed some ability to discuss • provided annotated and relevant diagrams • included specific examples to back up points made • made relevant points but lacked breadth of knowledge.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • provided detailed descriptions • were able to apply knowledge to discuss the question asked • drew on a wide range of topics and examples to back up their points • demonstrated a breadth of knowledge about the development of dance in New Zealand.
Standard specific comments	<p>Only a very small number of candidates attempted this standard. Almost 20% of candidates who were entered did not attempt to answer this paper. Question 4 was the most popular question, perhaps because of the provision of pictures to stimulate candidates thinking. Question 3 was the least popular.</p> <p>Many candidates had some knowledge of the development of New Zealand dance but needed to apply the information they had learned to the question asked.</p> <p>In addition, many candidates found it difficult to answer the discussion parts of the question. For example, for Q4 about the RNZB (the most popular question), candidates could list the Artistic Directors of the RNZB but provided no discussion of the impact each of these had on the development of the company and therefore on the development of dance in New Zealand as the standard requires.</p> <p>Similarly in Q2 – large numbers of the candidates did not discuss “An event” as the question asked and just got on with describing and stating learned facts about people involved in Pasifika dance in NZ with little link to the question asked. The marker had to have a wide interpretation of what an “event” might be and this often had to be inferred.</p>