

NOTES FOR EXAMINERS ON UNIT 2, 3 AND 5

General Notes

1. To achieve consistency in grading use the full range of grades available.
2. Assessment comments: Consider a summary with key words underlined. Some comments can appear negative, even when intended to help. Be encouraging even on a failed sheet.

Unit 2

1. Allowing candidates to confer before re-capping is good practice and should be adopted as standard format during Unit 2 exams.

Unit 3

1. In the interests of consistency in setting assignments, candidates should be given one major formation and one simpler one to teach, or two “moderate” formations, as long as there are plenty teaching points. Examples of assignments that are too hard would include a) pousette followed by double triangles, b) set and turn corners followed by reels of three on the sides.
2. Even if the formations given contain two steps, the candidate should only be expected to teach the step specified in the assignment.
3. Candidates should be able to show that they can use recorded music effectively.

Discussion with tutors

1. The tutor should feel more involved under the new system.
2. It is useful if tutors have kept own notes or have used a copy of the assessment sheet.
3. Tutors should have been doing continuous assessment on their candidates throughout the course.
4. Organisers must build in time for the examiner/tutor discussions, especially where new tutors are involved.