

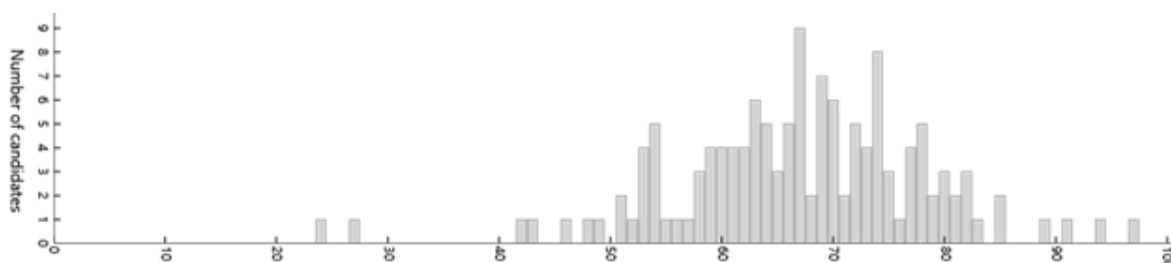


Summary report of the 2023 ATAR course examination report: Dance

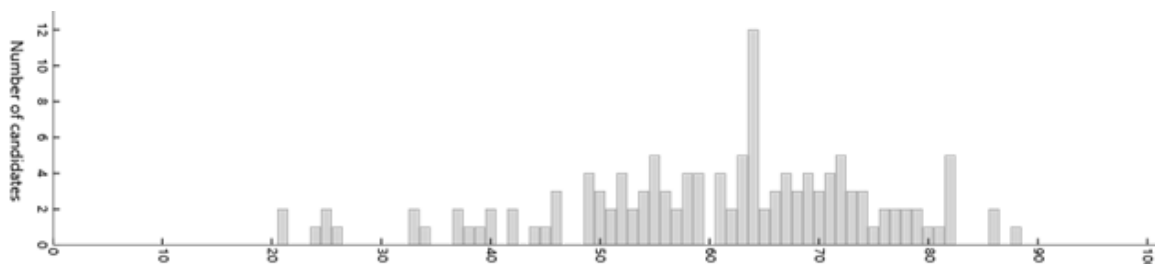
Year	Number who sat all examination components	Number of absentees from all examination components
2023	130	0
2022	160	3
2021	162	2
2020	162	8

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

Examination score distribution–Practical



Examination score distribution–Written



Summary

Candidates completed a practical and written examination.

Practical examination

Attempted by 133 candidates Mean 66.97% Max 96.67% Min 24.00%

Section means were:

Original solo composition	Mean 71.13%		
Attempted by 133 candidates	Mean 24.89(/35)	Max 35.00	Min 7.00
Set solo	Mean 68.93%		
Attempted by 133 candidates	Mean 24.13(/35)	Max 35.00	Min 7.00
Structured improvisation	Mean 59.82%		
Attempted by 133 candidates	Mean 11.96(/20)	Max 20.00	Min 4.44
Interview	Mean 59.82%		
Attempted by 133 candidates	Mean 5.98(/10)	Max 10.00	Min 2.22

Written examination

Attempted by 134 candidates Mean 60.27% Max 87.51% Min 20.77%

Section means were:

Section One: Short answer	Mean 66.15%		
Attempted by 133 candidates	Mean 26.46(/40)	Max 37.27	Min 0.00
Section Two: Extended answer	Mean 56.35%		
Attempted by 133 candidates	Mean 33.81(/60)	Max 54.78	Min 0.00

General comments

Practical examination

Overall, most candidates understood the structure and procedure of the examination and were aware of the time frames and order of the examination. The majority of candidates used their own devices for the examination, which alleviated any technical issues. Candidates were succinct when completing the *Statement of choreographic intent*, as they adhered to the 80-word limit.

Advice for candidates

- Ensure you have a clear understanding of the practical examination requirements and instructions given in the *Dance ATAR course practical (performance) examination requirements* published on the course page.
- Ensure that you understand the timings of each performance section.
- Be aware that you can explore any genre for the Original solo composition.
- Ensure that your Original solo composition is relevant to the intent explored.
- Ensure your Original solo composition music is ready to go and downloaded onto your device and not streaming, as internet connections are unreliable.
- Ensure that your Original solo composition shows a clear understanding of choreographic processes such as choreographic structure, choreographic devices, and elements of dance.
- Rehearse the Set solo in the examination space (10 m x 8 m) area, so that it can be delivered at peak performance for its full duration.
- Practise your Original solo composition followed by the Set solo, to ensure fitness levels are high enough for the examination.
- Practise Structured improvisation tasks that explore sections of the Set solo and Original solo composition and combinations of both Original solo composition and Set solo.
- Practise Structured improvisation tasks that vary in choreographic elements, choreographic devices and structure.
- Read the Structured improvisation task carefully and use the seven-minute preparation time to develop your improvisation.
- Listen carefully to the Interview questions asked and practise answering questions aloud.

Advice for teachers

- Ensure that you have a clear understanding of the practical examination requirements and instructions given in the *Dance ATAR course practical (performance) examination requirements* published on the course page.
- Discuss with students the allocated examination preparation time for each performance so that they are aware of their timings.
- Provide guidance for students to explore a variety of themes, intents, and genres for their Original solo composition.
- Review each student's *Statement of choreographic intent* prior to the examination.
- Provide guidance for the choice of music devices for the Original solo composition and ensure that music is ready to go on the device and not relying on internet connection to stream music, as it is unreliable.

- Rehearse the Set solo so it can be performed for the full duration.
- Read the choreographer's notes, watch the video, and study the transcript to ensure candidates are performing the correct movements.
- Rehearse the Original solo composition followed by the Set solo, so students understand the fitness requirements involved for the examination.
- Provide practice Structured improvisation tasks for the students to explore choreographic structure, choreographic devices and elements of dance with movement from the student's Original solo and Set solo and a combination of both the Original solo composition and Set solo.
- Ensure that students are fully aware of the meaning of all choreographic devices, and they understand what using them looks like and feels like.
- Provide opportunities for students to practise responses for the interview giving detailed and in-depth responses.
- Practise timings of the different sections of the examination and the examination as a whole.

Written examination

Overall, most candidates completed all the questions in the time allocated. The range of questions allowed success for the candidates. In Section One, candidates demonstrated a good understanding of the stimulus work *Rainbow Vomit*. All questions in Section One related to the stimulus work. In Section Two, most candidates had an understanding of the case studies. However, some candidates did not read the question carefully and spent time answering with non-related information.

Advice for candidates

- Ensure that you develop an understanding of all content points in the syllabus.
- Provide activities that address all points in the syllabus.
- Ensure you develop an understanding of choreographic processes including choreographic structure, choreographic devices, and elements of dance.
- Develop an understanding of case studies that include all the content points in the syllabus.
- Read questions carefully and use your knowledge of the syllabus to answer them.
- Practise timed writing activities for examination preparation.

Advice for teachers

- Ensure that all content of the syllabus is covered, as all content can be examined.
- Complete activities that address all content points in the syllabus.
- Ensure that students cover Australian choreographers and companies within their case studies.
- Ensure students develop an understanding of choreographic processes including choreographic structure, choreographic devices, and elements of dance.
- Ensure that students practise timed writing activities for examination preparation, as this will assist time management during the examination.
- Practise unpacking examination questions and review the mark allocations.
- Practise with different types of questions so that students read the question and answer it appropriately.
- Inform students to answer the question and keep answers clear and succinct; rewriting the question in the answer is not necessary.
- Encourage students to review and unpack the marking key to be able to achieve maximum marks.
- Use Dance language and terminology extensively across both practical and theoretical classes.
- Assist students in developing detailed, succinct and in-depth responses, using examples from the work, as part of their examination responses.

Comments on specific sections and questions

Practical examination

All candidates completed each section of the examination. The strongest section was the Original solo composition, followed by the Set solo. The Interview and Structured improvisation sections were the weakest sections; candidates needed to provide detailed and in-depth responses. Some candidates needed to work on examination fitness.

Original solo composition (20 Marks)

Overall, this section was the best performed section of the practical examination with the majority of candidates being confident during their performance. Wide ranges of themes were presented, with the performances constructed well allowing the full range of marks to be awarded. The 80-word limit for the *Statement of choreographic intent* was adhered to succinctly.

Set solo (25 Marks)

The majority of candidates performed the Set solo well and this was the second-best section of the practical examination. Technical dance skill errors occurred towards the end of the Set solo as candidates' stamina decreased as they became tired.

Structured improvisation (9 Marks)

Candidates were not well-prepared for this section of the practical examination. Most candidates understood the Structured improvisation tasks and were confident in performing over the minimum time requirement. Some candidates needed to explore movement more, rather than performing simple manipulations.

Interview (9 Marks)

Candidates were not well-prepared for this section of the practical examination. Some were able to unpack the questions and use dance terminology to respond; however, others were very brief in their responses.

Written examination

The examination was effective in assessing the knowledge of the syllabus. Candidates demonstrated a good understanding of the stimulus material *Rainbow Vomit*. Section One was the best answered section of the examination, with Question 1 achieving the highest mean while Question 7 achieved the lowest. Candidates needed to ensure that they read the questions carefully and applied the relevant knowledge to their answers. Most candidates selected and used appropriate case studies in Section Two. Candidates needed to read the questions to address specifically what was asked.

Section One: Short answer (42 Marks)

Rainbow Vomit was well known. Use of the support document package was evident. It was important that candidates applied their knowledge of the syllabus and the work *Rainbow Vomit* to answer the questions.

Section Two: Extended answer (48 Marks)

Questions 6 and 7 were the most popular questions in this section. Question 6 elicited the strongest responses and Question 7 achieved the lowest marks overall. Question 5 was the least popular. Candidates who could apply their knowledge of the case studies learnt in class to answer the questions responded well. The majority of candidates who possibly had prepared answers, and did not answer the questions being asked, performed poorly.