

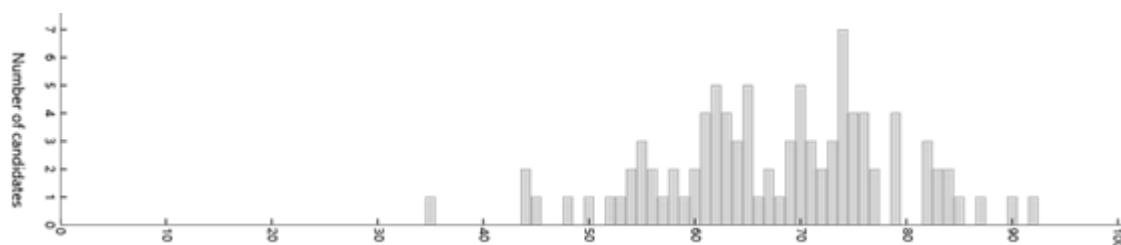


Summary report of the 2024 ATAR course examination report: Dance

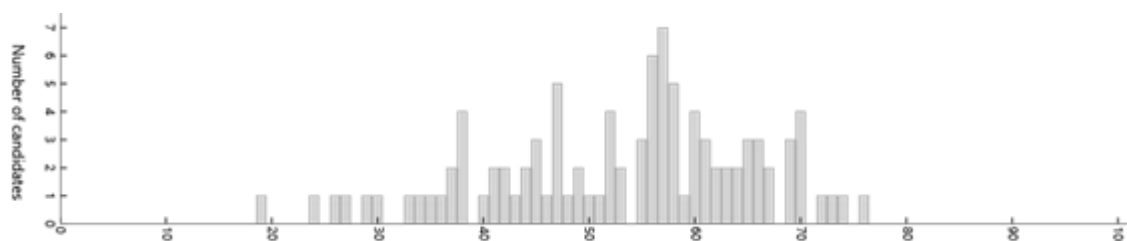
Year	Number who sat all examination components	Number of absentees from all examination components
2024	92	0
2023	130	0
2022	160	3
2021	162	2

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 94 candidates Mean 67.65% Max 92.12% Min 34.91%

Section means were:

Original solo composition	Mean 73.83%		
Attempted by 94 candidates	Mean 25.84(/35)	Max 35.00	Min 14.00
Set solo	Mean 69.96%		
Attempted by 94 candidates	Mean 24.49(/35)	Max 32.20	Min 9.80
Structured improvisation	Mean 58.98%		
Attempted by 94 candidates	Mean 11.80(/20)	Max 17.78	Min 6.67
Interview	Mean 55.32%		
Attempted by 94 candidates	Mean 5.53(/10)	Max 10.00	Min 2.22

Written examination

Attempted by 98 candidates	Mean 52.93%	Max 75.56%	Min 18.72%
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Section means were:

Section One: Short answer	Mean 59.50%		
Attempted by 98 candidates	Mean 23.80(/40)	Max 34.47	Min 8.94
Section Two: Extended answer	Mean 48.55%		
Attempted by 98 candidates	Mean 29.13(/60)	Max 45.65	Min 9.13

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 audio devices which alleviated any technical issues. Candidates were succinct when completing the Statement of choreographic intent, adhering 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 document 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 stated.
- 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 vary in choreographic elements, choreographic devices and structure, Original solo and Set solo.
- 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 document published on the course page.
- 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 audio devices for the Original solo composition.
- Allow students to 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 students 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.
- Ensure that students are fully aware of the meaning of all choreographic devices, and they understand what using them looks and feels like.

- Provide opportunities for students to practise responses for the Interview giving detailed and in-depth answers.
- Practise timings of the different sections of the examination and the examination as a whole.

Written examination

Some candidates did not read the questions carefully and resulted in them writing responses that did not address the questions. In Section One, three questions related to the stimulus work and one question related to the 2024 Set solo. In Section Two, Question 5 was not a case study. However, the less than one-third of the candidates who chose this question, answered it referring to a case study.

Advice for candidates

- Ensure that you develop an understanding of all content points in the syllabus.
- Read the questions carefully and answer the question being asked.
- Apply knowledge of the syllabus to answer the questions.
- Lines in the answer booklet give an indication of how much information you need to provide in your answer.
- Practise timed writing for examination preparation.

Advice for teachers

- Ensure all content of the syllabus is covered, as all content is examinable.
- Ensure students practise timed writing activities as this will assist with time management during examinations.
- Ensure students understand how to complete an examination. The lines provided give an indication of how much information is required to respond.
- Encourage students to answer questions succinctly.

Comments on specific sections and questions

Practical examination

Overall candidates were well-prepared for the practical examination, demonstrating their understanding of the process. All candidates completed each section. The strongest section was the Original solo composition, followed by the Set solo. Candidates under-performed in the Interview and Structured improvisation sections.

Original solo composition (20 Marks)

Overall, this section was the best performed section of the practical examination with the majority of candidates presenting a strong performance. A range of themes were presented, and the performances were well-constructed allowing the full range of marks to be awarded. The 80-word limit for the *Statement of choreographic intent* was adhered to, with candidates understanding its purpose in guiding their choreography.

Set solo (25 Marks)

Most candidates performed the Set solo well. Technical dance skill errors occurred towards the end of the Set solo as candidates became fatigued.

Structured improvisation (9 Marks)

Candidates were not well-prepared for this section. Most candidates understood the Structured improvisation tasks; however, some candidates were unable to demonstrate and comprehend all choreographic devices including fragmentation, accumulation and retrograde. Candidates were confident in performing over the minimum time requirement;

however, some candidates did not complete the task within the allocated time. Some candidates needed to explore movement more, rather than performing simple manipulations.

Interview (9 marks)

Candidates were not well-prepared for this section. Some were able to unpack the questions and use dance terminology; however, others were very brief in their answers. The majority of candidates understood the interview questions; however, many listed what they did to achieve the outcome rather than explain in detail.

Written examination

Overall, the examination was effective in assessing the knowledge of the syllabus. In Section One, candidates had a good understanding of the stimulus work *Manifesto*. Most candidates selected and used appropriate case studies in Section Two; however, some candidates needed to read the questions in order to answer the extended answers with appropriate case studies.

Section One: Short answer (47 Marks)

Manifesto 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 *Manifesto* to answer the questions.

Section Two: Extended answer (46 Marks)

Question 5 attempted by 27 candidates Mean 9.81(/23) Max 18 Min 5

This question addressed choreographic processes and was not a case study. The better were from candidates who used their knowledge of the choreographic process to address the question. Answers only outlined the 'purpose of using a choreographic structure' and only outlined 'how' improvisational skills can contribute to the creation of movement; candidates needed to be able to describe or explain improvisation without referring to a work. Answers only outlined the manipulation of movement and choreographic devices used to reflect a choreographic intent. They could not describe, explain or discuss the 'manipulation of movement and choreographic devices' and most could only outline the 'impact of technologies on dance design' throughout the choreographic process rather than describe or explain or discuss. Many candidates outlined the impact on design, rather than describing the technologies used in a work.