

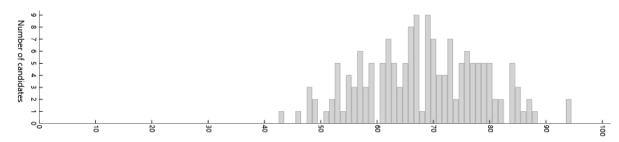


Summary report of the 2022 ATAR course examination report: Dance

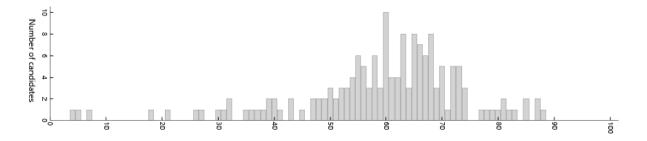
Year	Number who sat all examination components	Number of absentees from all examination components
2022	160	3
2021	162	2
2020	162	8
2019	161	0

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 162 candidates	Mean 68.24%	Max 93.99% Min 42.66%	
Section means were:			
Original solo composition	Mean 74.14%		
Attempted by 162 candidates	Mean 25.95(/35)	Max 35.00	Min 15.75
Set solo	Mean 70.10%		
Attempted by 162 candidates	Mean 24.53(/35)	Max 33.60	Min 16.80
Structured improvisation	Mean 62.28%		
Attempted by 162 candidates	Mean 12.46(/20)	Max 20.00	Min 4.44
Interview	Mean 53.02%		
Attempted by 162 candidates	Mean 5.30(/10)	Max 10.00	Min 1.11

Written examination

Attempted by 160 candidates Mean 59.04% Max 87.44% Min 4.29%

Section means were:

Section One: Short answer Mean 63.93%

Attempted by 160 candidates Mean 25.57(/40) Max 38.10 Min 2.86

Section Two: Extended answer Mean 55.78%

Attempted by 158 candidates Mean 33.47(/60) Max 51.88 Min 0.00

General comments

Practical examination

Overall, the majority of candidates completed the practical examination with the structure of the examination well known. The candidates are aware of the time frames and the order of the examination. The candidates demonstrated that they performed better in the Original solo composition and the Set solo followed by the Structured improvisation. The Interview was the weakest section of the practical examination.

Advice for candidates

- 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.
- 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 that your Original solo composition shows a clear understanding of choreographic processes such as choreographic structure, choreographic devices, and the elements of dance.
- Rehearse the Set solo in the examination space (10 m x 8 m) area, so that it can be performed at peak performance for the full duration.
- 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.
- Read the Structured improvisation task carefully and use the 7 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 intent prior to the examination.
- Provide guidance for the choice of music devices for the Original solo composition.
- 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 that students understand the fitness requirements involved for the practical examination.

- Provide practice Structured improvisation tasks for the students to explore the choreographic structure, choreographic devices and elements of dance with movement from the student's Original solo composition 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 that they understand what using them looks and feels like.
- Consider the Structured improvisation task completely separately to the Original solo and Set solo. Students must demonstrate the criteria outlined within the performance.
- 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. In Section One, candidates demonstrated a good understanding of the stimulus work *Tectonic*. All questions in Section One related to the stimulus work. In Section Two, it appeared as though 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.
- Complete activities that address all content points in the syllabus.
- Ensure that 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 that students develop an understanding of choreographic processes including choreographic structure, choreographic devices, and elements of dance.
- Ensure that students practise timed writing activities for exam preparation.
- Practise unpacking past examination questions and review the mark allocation.
- Practise with different types of questions so that students read the question and answer the question 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 the full range of marks.
- Use Dance language and terminology extensively across both practical and theoretical classes.
- Assist students to develop 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

The structure and order of the practical examination was well known by all candidates. All candidates completed each section of the examination. The Interview was the weakest section of the practical examination, candidates needed to provide detailed and in-depth responses. Some candidates also needed to work on examination fitness.

Original solo composition (20 Marks)

Overall, candidates demonstrated their best in this practical examination section. A wide range of themes were presented. The dances were well constructed, and a range of marks was allocated. The 80-word limit for the statement of choreographic intent was adhered to and could possibly have been more succinct.

Set solo (25 Marks)

Generally, the Set solo was well known by the candidates. Performance errors occurred towards the end of the Set solo as candidates became tired.

Structured improvisation (9 Marks)

Candidates understood the tasks and were confident in performing. The structure of the tasks gave every candidate an equal opportunity to perform well. All candidates achieved over the minimum requirements needed for this section of the practical examination. Some candidates needed to develop more of an understanding of choreographic processes.

Interview (9 Marks)

This was the weakest section of the Practical examination. Some candidates were able to unpack the questions and use dance terminology to respond, however, others were very brief in their responses.

Written examination

The paper was effective in examining the knowledge of the syllabus. Candidates demonstrated a good understanding of the stimulus material *Tectonic*. Most candidates selected and used appropriate case studies in Section Two. Candidates needed to ensure that they read the questions and applied their knowledge to answer them. Some candidates did not address the questions that were asked. Section One was the better answered part of the examination with a mean of 63.92% while Section Two's mean was 55.84%.

Section One: Short answer (42 Marks)

Tectonic was well known by candidates. Use of the support document package was evident. It was important that candidates applied their knowledge of the syllabus and the work *Tectonic* to answer the questions. Question 2 was the best-answered question while Question 4 was the most challenging question for candidates.

Section Two: Extended answer (48 Marks)

Questions 6 and 7 in Section Two elicited the strongest responses and were the most popular. Question 5 was the least selected and achieved the lowest overall marks. Some candidates appeared to have not read the questions properly, resulting in the candidates writing responses that did not answer the question. Responses to the first two parts across all questions were weaker, as most candidates could only give general comments on the significance of the dance work for the company or choreographer, and as to how the structure supported the intent of the work. Most candidates could outline the elements of

dance used to create meaning and effect, and the design concepts integrated supporting the intent. Overall, candidates who could apply their knowledge of the case studies learnt in class to answer the questions responded well. Those candidates, who had pre-prepared answers and did not answer the questions, performed poorly.