



## ATAR course sample examination

### Question/Answer booklet

# DANCE

Please place your student identification label in this box

WA student number: In figures

--	--	--	--	--	--	--	--	--

In words

---

---

### Time allowed for this paper

Reading time before commencing work: ten minutes

Working time: two and a half hours

### Materials required/recommended for this paper

#### *To be provided by the supervisor*

This Question/Answer booklet

Source booklet

Number of additional  
answer booklets used  
(if applicable):

#### *To be provided by the candidate*

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener,  
correction fluid/tape, eraser, ruler, highlighters

Special items: nil

### Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised material. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

## Structure of the examination

The Dance ATAR course examination consists of a written component and a practical (performance) component.

## Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of written examination
Section One Short answer	4	4	60	40	40
Section Two Extended answer	3	2	90	48	60
<b>Total</b>					100

## Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook: Part II Examinations*. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers to all questions in this Question/Answer booklet preferably using a blue/black pen. Do not use erasable or gel pens.
3. The examination is structured as follows:

Section One: At least two of the four questions in this section focus on the previewed stimulus material provided to candidates before the examination. The previewed stimulus material, a performance of *R&J* by Australasian Dance Collective (formerly Expressions Dance Company) and the *Support document for stimulus material*.

Images from the performance have been provided in the Source booklet.

Section Two: You must answer two questions in this section relating to syllabus content and case studies undertaken as part of the course. You must not use the same dance work as the primary reference in each answer. You can only refer to the stimulus dance work as a secondary reference.

4. You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question.
5. Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.
6. The Source booklet is not to be handed in with your Question/Answer booklet.

**See next page**

**Section One: Short answer**

**40% (40 Marks)**

This section has **four** questions. Answer **all** questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 60 minutes.

---

**Question 1**

**(15 marks)**

- (a) Describe how correct execution of technique and skills of a specific dance genre achieves technical proficiency. (2 marks)

---

---

---

---

- (b) Explain why dancers use elevation in their performances to enhance the complexity of dance technique. (3 marks)

---

---

---

---

---

---

Question 1 (continued)

- (c) Explain the importance of cardiovascular endurance in maintaining a dancer's fitness. (3 marks)

---

---

---

---

---

---

- (d) Explain how flexibility exercises contribute to a dancer's range of motion in performing challenging movements. (3 marks)

---

---

---

---

---

---

- (e) Identify **one** dance genre, and explain the significance of floor work in developing dance technique and skills relevant to the dance genre. (4 marks)

---

---

---

---

---

---

---

---

**Question 2**

**(7 marks)**

(a) Outline the biomechanical principle of 'centre of gravity'.

(2 marks)

---

---

---

---

(b) Outline the biomechanical principle of 'base of support'.

(2 marks)

---

---

---

---

(c) Explain why biomechanical principles are essential for a dancer's development of technique.

(3 marks)

---

---

---

---

---

---

---



Question 4

(8 marks)

- (a) Explain how the design concepts in the three Acts of *R&J* support the idea of love being eternal and cyclical. (3 marks)

---

---

---

---

---

---

---

- (b) Assess how McKinven's set design contributes to the overall emotional impact of the performance. (5 marks)

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

End of Section One

See next page

**Section Two: Extended answer****60% (48 Marks)**

Questions in this section relate to the syllabus content and/or case studies.

This section contains **three** questions. You must answer **two** questions. Write your answers on the pages following Question 7.

You must **not** use the same dance work as your primary reference in each answer.

You can **only** refer to the stimulus material *R&J* by Australasian Dance Collective (formerly Expressions Dance Company) as a secondary reference.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 90 minutes.

---

**Question 5****(24 marks)**

With reference to performance qualities.

- Describe how musicality and focus impacts a dance performance. (4 marks)
- Select a performance space and suggest how projection can be used to enhance a dance performance in this space. (4 marks)
- Explain how expression and engagement can be used by dancers to connect with an audience while performing. (6 marks)
- Discuss how artistic interpretation allows dancers to convey the choreographer's intent. In your response, use supporting evidence from a work you have studied. (5 marks)
- Assess the overall importance of performance qualities in dance. (5 marks)

**Question 6****(24 marks)**

With reference to safe and healthy dance.

- Describe the importance of warm-up and cool-down exercises in dance. (4 marks)
- Explain why physical wellbeing is important for dancers. (4 marks)
- Explain **two** strategies dancers can use to manage emotional and mental wellbeing. (6 marks)
- Discuss how rest, recovery and stress management assists in the prevention of dance injuries. (5 marks)
- Discuss the overall significance of safe and healthy dance practices in the context of a developing dancer. (5 marks)

**Question 7****(24 marks)**

With reference to an Australian case study: refer to **one** dance company **or** choreographer.

- Interpret the choreographic intent of **one** of their dance works. (4 marks)
- Explain how historical events **or** cultural trends, **or** social issues have shaped their works. (4 marks)
- Summarise how the elements of dance **and** choreographic intent have been used in the work to contribute to the overall impact of the performance. (5 marks)
- Discuss how the choreographic devices **or** choreographic structure used in the dance work contributes to the overall impact of the performance. (5 marks)
- Assess the contribution the dance company **or** choreography has made to dance in Australia. (6 marks)





























**Copyright**

© School Curriculum and Standards Authority, 2025

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

*Published by the School Curriculum and Standards Authority of Western Australia  
303 Sevenoaks Street  
CANNINGTON WA 6107*