

DANCE CHOREOGRAPHY AND PERFORMANCE (DNC315115)

Overall the standard of candidates' work was good, with some candidates producing outstanding performances. We would like to note that there was a significant improvement in the score with the top EA being 21.2, matching a number of the higher scoring subjects. As Marking Coordinators, we would also like to acknowledge the effort of teachers in preparing their candidates for the external exam. Not everyone comes with years of dance experience and the journey to the final exam is not always an easy one. The sense of occasion at most centres was well noted by the examining panels and it was pleasing to see appreciative audiences.

There proved to be some difficulty with the proformas this year, in particular with the Reflection Folio cover sheet. We will endeavour to ensure that the link to the folio cover sheet is added to the folio guidelines on the TASC website. Another issue of concern this year, was the number of candidates at each venue with the same name. This proved to be confusing when proformas were filled in using the student's surname initial rather than their second name. To avoid confusion please ensure that the practical proforma has the students' first and second names so that the proforma corresponds accurately with the TASC paperwork. Please make every effort to provide the candidate's full name as it appears on their TASC forms, not an abbreviation or nicknames. e.g. Maddison, not Maddi.

FOLIOS

We were pleased with the overall quality of the reflection folios and the critical analysis essays. Many candidates managed to address the questions fully, demonstrating their year's learning and understanding of the choreographic process of both their own work and the work of others. Although we would however, like to encourage students to further develop their arguments throughout the critical analysis essay, rather than present a surprise concluding statement. Generally, candidates followed logical essay structures and appropriate dance terminology was used when required, although we would like to ensure that candidates address each point of question equally in their discussion. On a less positive note, the marking panel was disappointed that again some students did not adhere to the guidelines that are clearly outlined. For example, students need to use 1 ½ line spacing and bold the title of the piece. Students also need to adhere to the prescribed count, as they will be penalised. This is to ensure that all students are working within the same parameters and it is equitable for all.

It was pleasing to observe that the minimum word count, for the majority of the folios was met, however, students need to ensure that they do not exceed the word limit (that's including the 10% over rule). Students need to be able to address the question succinctly within these guidelines to avoid a penalty.

PRACTICAL WORK

Again it was pleasing to see a variety of interesting themes and issues explored in the solo and group works this year. A variety of concepts should be encouraged within each school, ideally avoiding a doubling up of concepts. Whilst the majority of candidates met the minimum time limit, it was duly noted that there were some very lengthy group works. If students are to choreograph a lengthy work, it is strongly advised that the work demonstrates thorough and succinct exploration of the concept without unnecessary repetition. A long work, does not always gain higher marks. Ensuring that concepts can be clearly communicated within the timeframe is something that needs to be considered.

Movement vocabulary was generally well explored and in most cases communicated the choreographic intent effectively. It was pleasing to see many candidates tried to extend beyond their known vocabulary. Considering diversity within personal movement vocabulary is necessary to ensure that each candidate adopts and displays their unique style. It was the ability to manipulate this movement drawing upon structural and choreographic devices, however that proved to be more challenging. We encourage candidates to consider how to best apply these devices to further develop their intent. The candidates' use of performance skills were generally well applied and matched their choreographic intent. The examining panel wishes to encourage students to perform with confidence and engage the audience in their performance, whilst applying technique to the best of their ability. Whilst students are being assessed on choreography and performance in the practical examination, it is advisable that students groom themselves to enhance the overall aesthetic of the work. This includes tying hair back and wearing clothing that is not distracting and casual in tone.