

## DANCE

### Overall grade boundaries

<b>Grade:</b>	E	D	C	B	A
<b>Mark range:</b>	0 - 7	8 - 15	16 - 22	23 - 28	29 - 36

### The range and suitability of the work submitted

The standard of writing, analysis and the understanding of the research questions showed considerable improvement over previous sessions. However, it appeared that candidates did not always have a clear understanding of some of the assessment criteria. For the most part the criteria were clearly followed but there were some instances where the candidates did not seem to understand the research process and failed to pose a question or follow the research format. A few candidates merged the abstract and introduction into one category. This is perhaps a matter that should be addressed by the supervisors.

There is still a problem with some of the candidates understanding of the difference between primary and secondary sources for their research. Some essays relied almost entirely on the Internet as source material. The best essays used a range of sources including live dance experiences and performances, interviews with knowledgeable practitioners, illustrations and a range of reputable secondary sources. Supervisors should give clear advice to the candidates and make sure that appropriate sources are available within the vicinity to support the research subject chosen.

### Candidate performance against each criterion

#### Criterion A: research question

Most of the candidates expressed their research question in the title or as a separate statement before the Introduction.

#### Criterion B: introduction

Most of the candidates referred to the content and the importance of the investigation, but some did not seem to understand the research process.

#### Criterion C: investigation

Most of the candidates referred to appropriate texts, personal dance experience and attendance at dance performances as primary sources. Some paid too much attention to secondary sources, or the Internet.

**Criterion D: knowledge and understanding of the topic studied**

Most of the candidates had personal experience in the topic chosen for the essay which meant they had a good knowledge base.

**Criterion E: reasoned argument**

Most of the candidates approached the topic logically and made convincing arguments.

**Criterion F: Application of analytical and evaluative skills**

Most of the candidates explained and justified their approach.

**Criterion G: use of language**

Most candidates' use of language was clear in terms of accuracy and relevance. There were several essays where the language was not easy to understand, and these were probably English second language. Students writing in a second language are not marked down for poor English as long as it is intelligible. Supervisors are not permitted to change their text but they can indicate during the supervision process where the draft essay is hard to understand.

**Criterion H: conclusion**

A number of candidates combined this section with the abstract and introduction

**Criterion I: formal presentation**

The standard of presentation was generally higher than in previous sessions.

**Criterion J: abstract**

It seemed that some candidates needed better advice from their supervisors on what should be included in an abstract.

**Criterion K: holistic judgement**

A large number of essays showed personal engagement and initiative.