

## May 2015 extended essay reports

### 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

There was a wide range of work presented. While many students achieved good marks there were some whose work did not meet the required standard. Often the latter was because their research question was too broad or the suggested word count was not used. Although most of the topics were predictable, there were also some essays that selected thoughtful and provocative topics with substantial research, mature analysis and a real understanding of subject language.

As in previous sessions, the successful essays focused upon a clear research topic, good analysis and discussion, well selected and carefully referenced sources, and considered conclusions based upon clear evidence.

#### Candidate performance against each criterion

##### Criterion A: research question

The strongest essays identified a sound research question that could be addressed within the scope of an EE. However, some were too broad in scope and were not able to be covered effectively and in sufficient depth and detail. It is important that candidates frame a question that offers opportunity for substantial discussion that leads to well-defined conclusions.

##### Criterion B: introduction

Many candidates presented vague and unfocused introductions that had little to do with the research topic; for example, a considerable amount of time would be devoted to discussion of the value and history of dance rather than setting out the research topic. However, many introductions were concise, well-structured and showed clear engagement with the topic.

### Criterion C: Investigation

Many candidates used very limited sources.

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

Most students demonstrated a good understanding of the research topic, providing clear examples from sources and experiences about the area. Where candidates failed in this criterion it was because they did not provide detailed and relevant information.

### Criterion E: reasoned argument

Some research questions did not provide sufficient scope for a reasoned argument. However, where a good research question had been posed those students were able to provide a good argument and clear evidence to support their argument.

### Criterion F: application of analytical and evaluative skills

Most essays provided clear analysis of the research topic; however, where broad generalizations were provided there was little evidence of these skills.

### Criterion G: use of language appropriate to the subject:

Generally candidates used appropriate dance language to discuss the dance forms selected.

### Criterion H: conclusion

Many candidates offered clear, concise summaries whereas some candidates made no real attempt to draw together an appropriate and consistent conclusion.

### Criterion I: formal presentation

Most candidates presented essays that were appropriately formatted and with clear references to sources. Where photographs were used there was clear reference to the relevance and support of discussion.

### Criterion J: abstract

The quality of the abstracts varied immensely. There were some excellent examples and some that did not identify how the research was undertaken or any conclusion. Some candidates did not present one at all.

### Criterion K: holistic judgement

There were many essays that demonstrated good insight and a depth of understanding of the topic. Such qualities were not evident in topics in which candidates had little experience.

## Recommendations for the supervision of future candidates

It is important that all candidates and supervising teachers read the current guide and subject reports.

Candidates need guidance in selecting a topic and research question that can provide an “in-depth investigation”.

Candidates should be encouraged to choose a topic with which they have had some practical experience.

It is important that a good amount of supervision time is allocated so that criteria can be discussed. For instance, the marking criteria should be made available to candidates so that they are fully aware of what is expected of them.