

Principal Assessor Report 2003

Assessment Panel:

Drama, Dance and Theatre

Qualification area:

**Subject(s) and Level(s)
Included in this report**

Dance Practice: Higher

Statistical information: update

Number of entries in 2002	
Pre appeal	10

Number of entries in 2003	
Pre appeal	29

General comments re entry numbers

An increase of 19 candidates which was the result of a new centre coming on board this year.

Grade boundaries at C, B and A for each subject area included in the report

Upper A: 85%
Lower A: 70%
Grade B: 60%
Grade C: 50%

Comments on grade boundaries for each subject area

None

Comments on candidate performance

General comments

The majority of candidates performed to a satisfactory standard.

It was encouraging to see a rise in the number of entries this year.

The increase in number of words to 1,000 for the plan enabled most candidates to better present their thinking. However, some candidates seemed slightly under prepared for the written assignments and did not cover all areas as fully as they could have.

There was a satisfactory spread of results which accurately represented the quality of the candidates which were presented.

Areas of external assessment in which candidates performed well

Plan

The increased word count (up to 1000 words) enabled some of the candidates to write more fully about their planning for the practical assignment, and better address the areas that needed to be covered. Some candidates included good quality appendices which enabled their work to be placed in context and showed evidence of research.

Development

Candidates, in general, presented well researched and well presented choreographies. Some candidates also demonstrated skilled performances in their chosen two dance techniques. A number of candidates presented portfolios that were thoughtfully and innovatively put together. Although the portfolio is not formally assessed this evidence can be used in preparation for the candidates evaluation.

The quality of the choreography was varied but most presented acceptable pieces of work with a few which were highly inventive and original.

Evaluation

The majority of candidates reviewed their performances and choreography with a personal and accurate account of their experience. Some candidates work was particularly insightful and reflective

Areas of external assessment in which candidates had difficulty

Plan

The majority of candidates lost marks in the introduction section of their plan. More detail is requested in the marking scheme than was given by candidates.

Some candidates did not include all the relevant areas for discussion and lost marks accordingly.

Fuller details of their own personal action plan was needed by some, in particular with reference to re-assessment and time scales.

Some candidates did not include appendices to back up their work. Those who did include appendices could have made closer links/references to the items included in the appendices.

Development

In some instances not all the skills and techniques were selected by the teacher/lecturer.

Further development of candidates' alignment and refinement of technique is required. Candidates would benefit further in their choreography if they had more guidance in the choice of music and explored more fully the movement content of their work.

Some candidates' portfolios could have been presented in a more individual way — more clearly reflecting their own development in their choreography and techniques.

Evaluation

Some evaluations were poorly structured and were repetitive and seemed to not take full advantage of the bullet points for their evaluation that they are allowed to take into the exam. There were areas that were not covered, which resulted in some good candidates losing marks.

Recommendations

Feedback to centres

Plan

Candidates need to write a fuller and more detailed introduction.

Candidates may include an appendix to support their plan — this can be obtained from their portfolio.

Candidates need to include all the areas covered in the marking scheme.

Development

Candidates should not perform in their own choreographies.

Candidates should explore more fully the potential of their movement ideas and choices.

Candidates could choose their music with more care — more relevance to their subject matter/theme.

Candidates should display greater understanding and knowledge of alignment and work to refine their dance skills and techniques to a higher standard.

Centres (teacher/lecturer) should choose the four skills and techniques to be marked in the two dance techniques — ie all candidates from one centre should be assessed on the same elements.

Evaluation

Candidates should make better use of their plan and cover areas that will be marked.

Candidates should avoid repetition and not spend too long writing about one thing to the detriment of other areas.