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# basic education

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS**

**DANCE STUDIES**

**2023**

**MARKING GUIDELINES**

**MARKS: 150**

**These marking guidelines consist of 23 pages.**

**NOTE TO MARKERS:**

**This question paper must be marked by experienced dance teachers/advisors/officials with specialist dance knowledge.**

- The standardisation process during marking guideline discussions ensures the guideline covers many possible responses candidates could provide.
- The marking guideline may not be altered in any way.
- Adhere strictly to this marking guideline when marking and apply it consistently.
- In some qualitative questions, exercise professional and informed judgement.
- In questions where candidates are asked to provide a specific number of facts, mark only the amount required if more are provided.
- Information on how to award marks when using a rubric can be found under the **NOTE** section of that specific question.
- Candidates may include correct information that is not included in the prescribed text book. If unsure of any information supplied by the candidate, verify by researching the area concerned before continuing with marking.
- High, medium or low cognitive levels expected in each answer are included above each question. This must be adhered to when awarding marks. The descriptive **verb/command word** in each question and the **task requirements** must guide the allocation of marks.
- The steps candidates have to go through in order to answer the questions are included under the heading – **THINKING PROCESS**.
- In some questions the marking guideline provides **an example of an answer** in a text box under the expected responses.  
**NOTE:** This is to guide where to award a mark ✓. In some questions a full mark example of an answer is provided where needed. Other questions provide one or two examples only.
- Do NOT award marks for an answer that is superficial/minimal or where all requirements have not been met at the complexity level required.
- Look for what the candidate knows, not what he/she does not know.
- ONE ✓ = ONE mark depending on the requirements of the question up to the maximum marks.
- **No** ½ marks may be awarded.

**MARKING FORMAT:****Questions which require one tick per mark:**

- ONE ✓ = ONE mark depending on the requirements of the questions
- Ticks must be placed where the content has been awarded a mark

**Example:**

**Question:** What is dance?

**Answer:** Dance is movement of the body ✓ which expresses emotions ✓ and could also communicate a story. ✓ (3)

- When answers exceed the maximum marks required, write **MAX MARKS** at the point where this has been achieved.
- Bracket the rest of the answer in the left-hand margin to indicate it has been read.

**Marking qualitative questions:**

- Read the entire answer before awarding marks
- All areas must be included for full marks to be awarded
- Check the following page in the answer book to ensure you have not missed part of the answer
- **NOTE:** there are specific marking instructions in questions requiring a marking rubric

**Calculating the total marks:**

- Indicate the total mark achieved per question at the end of the answer in the right-hand margin with a diagonal line above the total.
- This total must be repeated at the start of the question in the left-hand margin and circled. Place your marking initial next to this total.

**Example:**

8 SD	QUESTION NUMBER ... Start of the answer	
	End of the answer	/8

**SECTION A: SAFE DANCE PRACTICE AND HEALTH CARE****QUESTION 1: INJURIES**

<b>LOW LEVEL</b>	<b>1.1</b>	<b>Choosing</b>	<b>5 marks</b>
<b>MEDIUM LEVEL</b>	<b>1.2.1</b>	<b>Identifying and explaining</b>	<b>6 marks</b>
<b>HIGH LEVEL</b>	<b>1.2.2</b>	<b>Explaining</b>	<b>4 marks</b>

	<b>CONTENT TO BE ASSESSED</b>	<b>THINKING PROCESS</b> Steps candidates must go through in order to answer
1.1	Treatment, warming up, cooling down, types of injuries, symptoms	1. Recall
1.2.1	Environmental causes of injuries	1. Analyse the image 2. Recall 3. Apply understanding of environmental causes of injuries to the image
1.2.2	Safe landing	1. Analyse the image 2. Recall 3. Apply understanding of safe landing to the image

**1.1 CHOOSING THE CORRECT ANSWER****Expected responses:**

1.1.1	B	(1)
1.1.2	A	(1)
1.1.3	C	(1)
1.1.4	B	(1)
1.1.5	D	(1)

**1.2.1 IDENTIFYING AND EXPLAINING THE SURFACE IN THIS IMAGE****NOTE:**

- Candidates should be awarded ONE mark for identifying a challenge and ONE mark for explaining how it could cause an injury

**Expected responses:**

All answers must relate directly to the image:

- Uneven surface
- Slippery/wet/ water on surface
- Hard/cement/tarred/gravel surface
- Raised surface/pavements
- Any other relevant answers relating to the surface in the image (3 x 2) (6)

**Example of an answer:**

- Uneven surface ✓ could cause this dancer to lose balance and fall. ✓
- Wet surface ✓ could cause this dancer to slip and twist an ankle. ✓
- Cement surface ✓ could be dangerous as it offers very little shock absorption. ✓

**1.2.2 EXPLAINING SAFE LANDING****Expected responses:**

All answers must relate directly to the image:

- Unravelling of the legs before landing
- Landing through the feet – toe, ball, heel
- Bending the knees/plié/shock absorption
- Alignment of joints
- Activating the core
- Any other relevant explanation relating to landing from this position

(4)

**Example of an answer:**

- The dancer needs to bring the torso erect in order to align the joints. ✓
- The dancer should activate his core in order to maintain his balance when landing. ✓
- The dancer should unravel his legs and land through the feet; toe, ball and heel. ✓
- The dancer should bend his knees when he lands to absorb the shock as this is a hard surface. ✓

**[15]**

**QUESTION 2: COMPONENTS OF FITNESS**

<b>LOW LEVEL</b>	<b>2.1.1, 2.2.1, 2.3.1, 2.4.1</b>	<b>Defining</b>	<b>1 mark X 4</b>
	<b>2.3.2</b>	<b>Naming</b>	<b>2 marks</b>
<b>MEDIUM LEVEL</b>	<b>2.1.2</b>	<b>Explaining</b>	<b>2 marks</b>
	<b>2.4.2</b>	<b>Explaining</b>	<b>2 marks</b>
<b>HIGH LEVEL</b>	<b>2.2.2</b>	<b>Explaining</b>	<b>3 marks</b>
	<b>2.5</b>	<b>Analysing</b>	<b>7 marks</b>

		<b>CONTENT TO BE ASSESSED</b>	<b>THINKING PROCESS</b> Steps candidates must go through in order to answer
2.1	2.1.1	Flexibility	1. Recall
	2.1.2		1. Recall 2. Differentiate between dynamic and static stretching 3. Comparing the differences
2.2	2.2.1	Muscular strength	1. Recall
	2.2.2		1. Recall 2. Apply understanding of lack of strength in partner work 3. Explaining the affects
2.3	2.3.1	Core Stability	1. Recall
	2.3.2		1. Recall
2.4	2.4.1	Endurance	1. Recall
	2.4.2		1. Recall 2. Differentiate between cardio respiratory and muscular endurance 3. Explain the difference
2.5		Neuromuscular skills	1. Analysing the image 2. Recall 3. Selecting appropriate neuromuscular skills from the image 4. Apply knowledge with substantiated examples

**2.1.1 DEFINING FLEXIBILITY****Expected responses:**

- The range of movement around a joint
- Any other relevant answers relating to the definition of flexibility

(1)

**2.1.2 EXPLAINING DYNAMIC AND STATIC STRETCHING****Expected responses:****Dynamic stretching:**

- Stretching whilst moving through a range of motion
- Could be used as a warm up
- Enables blood flow
- Increases mobility
- Any other relevant answers relating to dynamic stretching

(1)

**Static stretching:**

- Slow and controlled stretching
- Usually done at the end of a class as muscles are warm
- Assisted stretching
- Could be used as a cool down
- Increases flexibility
- Any other relevant answers relating to static stretching

(1)

**2.2.1 DEFINING MUSCULAR STRENGTH****Expected responses:**

- The ability of muscles to resist the force of gravity
- The strength of muscles and how fast they can move (muscle power)
- Any other relevant answers relating to the definition of muscular strength

(1)

**2.2.2 EXPLAINING EFFECTS ON PARTNER WORK****Expected responses:**

- Difficulty lifting partners
- No stability/core stability
- Lack of control
- Leads to injury
- Unable to counter balance
- Difficulty maintaining a position
- Any other relevant answers relating to how the lack of muscular strength could affect partner work

(3)

**Example of an answer:**

- It could lead to not being able to control how you lift your partner and dropping them. ✓
- Partner work will not look effortless and a partner will be straining to hold/control movements. ✓

**2.3.1 DEFINING CORE STABILITY****Expected responses:**

- The strength in the abdominal and lower spine (front and back muscles) of the torso that keep the body upright
- Any other relevant answers relating to the definition of core stability

(1)



**2.3.2 NAMING TWO CORE STRENGTHENING EXERCISES****Expected responses:**

- Planks
- Sit ups
- Crunches
- Legs raises
- Any other relevant answers relating to core strengthening exercises (2)

**2.4.1 DEFINING ENDURANCE****Expected responses:**

- The ability to perform for a long period of time without getting tired
- Any other relevant answers relating to the definition of endurance (1)

**2.4.2 EXPLAINING DIFFERENCES BETWEEN TWO TYPES OF ENDURANCE****Expected responses:****Cardiovascular endurance**

- The ability of the heart and lungs to perform for long periods of time
- Any other relevant answers relating to cardiovascular endurance (1)

**Muscular endurance**

- The ability of the muscles to perform for long periods of time without getting tired
- Any other relevant answers relating to muscular endurance (1)

**2.5 ANALYSING NEUROMUSCULAR SKILLS FROM THE IMAGE****Expected responses**

- Spatial awareness
- Kinaesthetic awareness
- Coordination
- Balance/control
- Agility
- Reactivity
- Any other relevant answers relating to neuromuscular skills in the image (7)

**Example of an answer:**

- The dancers have a good understanding of how their bodies move together in space as they are able to rotate their arms in opposition to create a figure of eight shape. ✓
- They show kinaesthetic awareness in their own bodies as the position of their arms and legs are well aligned. ✓
- They are aware of where to place their bodies in relation to one another. ✓
- Their eye-line and heads are moving in different directions showing their understanding of coordination and focus. ✓
- The dancers show balance by holding a position on one knee or on the balls of the feet while doing a side bend. ✓
- They also show balance by being able to perform this movement without disturbing their partners balance. ✓
- The individual lines created by the dancers also show precision and attention to detail. ✓

**[20]**

**QUESTION 3: GENERAL HEALTH CARE**

<b>LOW LEVEL</b>	<b>3.2</b>	<b>Identifying</b>	<b>2 marks</b>
<b>MEDIUM LEVEL</b>	<b>3.1</b>	<b>Explaining</b>	<b>6 marks</b>
	<b>3.2</b>	<b>Explaining</b>	<b>2 marks</b>

	<b>CONTENT TO BE ASSESSED</b>	<b>THINKING PROCESS</b> Steps candidates must go through in order to answer
3.1	Unhealthy habits	<ol style="list-style-type: none"> <li>1. Recall</li> <li>2. Identifying and applying an understanding of unhealthy habits and/or peer pressure and the effects on commitment, focus, and concentration</li> </ol>
3.2	Hydration	<ol style="list-style-type: none"> <li>1. Recall</li> <li>2. Identify and explain importance for improved performance</li> </ol>

**3.1 EXPLAINING UNHEALTHY HABITS****NOTE:**

- Candidates may answer on unhealthy habits, peer pressure or both.
- Candidates must answer on all three: commitment, focus and concentration to be awarded full marks. Candidates may write more on one than the other.

**Expected responses:****Unhealthy habits**

- Smoking
- Alcohol
- Drugs
- Lack of sleep
- Poor diet
- Peer pressure

**Affects**

- Absenteeism
- Energy levels
- Impaired concentration
- Increased risk of injuries
- Weakened immune system
- Any other relevant answers relating to the effects of unhealthy habits on commitment, focus and concentration.

(6)

**Example of an answer:**

- Not getting enough sleep could cause a lack of focus and concentration because the brain is unable to function optimally. ✓
- Using drugs or alcohol could cause you to be less committed as your responses and accountability are lessened. ✓
- A poor diet leads to a weakened immune system causing you to be absent from school/dance classes. ✓
- Peer pressure could negatively affect commitment because you give into the pressure and start drinking, drugs, etc. which could affect group work as you are absent from school. ✓

**3.2 IDENTIFYING AND EXPLAINING THE IMPORTANCE OF HYDRATION****Expected responses:**

- Prevents overheating/regulates body temperature
- Prevents fatigue, loss of concentration, cramps, nausea, faintness, headaches
- Assists in lubrication of joints
- Carries nutrients and oxygen to the body
- Needed for excretion of waste products
- Any other relevant answers relating to why hydration is important for improving a dancer's performance.

(2 x 2)

(4)  
[10]**Example of an answer:**

- If dancers are well hydrated they will be less likely to get fatigued ✓ during rehearsals and performance because the body is made up of 70% water. ✓
- Hydration plays an important role in regulating the body temperature ✓ as dancers are sweating and losing water when performing. ✓

**QUESTION 4: DANCE PERFORMANCE**

<b>MEDIUM LEVEL</b>	<b>4.1</b>	<b>Describing</b>	<b>9 marks</b>
<b>HIGH LEVEL</b>	<b>4.2</b>	<b>Describing</b>	<b>6 marks</b>

	<b>CONTENT TO BE ASSESSED</b>	<b>THINKING PROCESS</b> Steps candidates must go through in order to answer
4.1	Performance skills	1. Recall 2. Providing a description
4.2	Dance principles and technique	1. Recall 2. Reflecting on the solo performance 3. Identifying THREE principles used in the solo performance 4. Describing how these principles were demonstrated in the solo

**4.1 DESCRIBING PERFORMANCE SKILLS****NOTE:**

- Candidates must describe how each of the performance skills are used in dance

**Expected responses:**

- 4.1.1 Expression
- Convey an emotion or feeling through the body/movement
  - Any other relevant answer relating to how expression is used in dance (1)
- 4.1.2 Interpretation
- Translate intent/theme/story into movement
  - Any other relevant answer relating to how interpretation is used in dance (1)

- 4.1.3 Presence
- Command attention
  - Connect with an audience/other dancers
  - Any other relevant answer relating to how presence is used in dance (1)
- 4.1.4 Projection
- Bringing emotion/meaning across to audience
  - Connect with fellow performers/audience
  - Any other relevant answer relating to how projection is used in dance (1)
- 4.1.5 Personalisation
- Own interpretation/style
  - Performance will be authentic
  - Any other relevant answer relating to how personalisation is used in dance (1)
- 4.1.6 Dynamics
- Understand qualities of movement needed for different messages
  - Any other relevant answer relating to how dynamics is used in dance (1)
- 4.1.7 Musicality
- Interpreting emotion in the music/accompaniment
  - Make the music visible in movement
  - Any other relevant answer relating to how musicality is used in dance (1)
- 4.1.8 Attention to detail
- Perfecting each part of a movement within a sequence/routine/solo (precision, transitions, fluidity and accuracy, etc.)
  - Any other relevant answer relating to how attention to detail is used in dance (1)
- 4.1.9 Fluency
- Linking movement without thought/automatic
  - A wide movement vocabulary
  - Any other relevant answer relating to how fluency is used in dance (1)

**4.2 DESCRIBING THREE PRINCIPLES OF THE DANCE MAJOR****NOTE:**

- Candidates must name THREE principles of the dance major. If more are provided, mark the first THREE only.
- No marks to be awarded for naming the dance major and principles.
- Answers depend on the dance major and a variety of responses may be provided.
- Candidates must describe how the THREE principles were used in their solo. Do not award marks for general definitions.

**Expected responses:****Describe how the following could be demonstrated in the solo**

- Breath
- Gravity
- Floor work
- Feet, arms and head
- Posture, stance and alignment
- Centering
- Any other relevant principles related to the dance major.

(6)  
[15]

**TOTAL SECTION A: 60**

**SECTION B: DANCE HISTORY AND LITERACY****QUESTION 5: IMPROVISATION AND CHOREOGRAPHY**

<b>LOW LEVEL</b>	<b>5.1</b>	<b>Matching</b>	<b>5 marks</b>
<b>MEDIUM LEVEL</b>	<b>5.2</b>	<b>Explaining</b>	<b>8 marks</b>
<b>HIGH LEVEL</b>	<b>5.3</b>	<b>Explaining</b>	<b>12 marks</b>

	<b>CONTENT TO BE ASSESSED</b>	<b>THINKING PROCESS</b> <b>Steps candidates must go through in order to answer</b>
5.1	Music Terms	1. Recall
5.2	PAT journaling	1. Reflect on PAT process 2. Apply understanding of journaling to choreography process
5.3	Dance Elements	1. Recall 2. Apply understanding to improvisation and choreography 3. Explaining how dance elements develop creativity in improvisation and choreography

**5.1 MATCHING MUSIC TERMS****Expected responses:**

- 5.1.1 E (1)
- 5.1.2 D (1)
- 5.1.3 A (1)
- 5.1.4 B (1)
- 5.1.5 C (1)

**5.2 EXPLAINING THE IMPORTANCE OF JOURNALING FOR PAT****NOTE:**

- Candidate must explain how they used their journal to develop choreography.

**Expected responses:**

- Planning/conceptualising
- Research
- Visuals/graphics/mood board
- Goal setting
- Time management
- Reflection
- Teacher feedback/peer feedback
- Any other relevant answers relating to the importance of journaling (8)

**Example of an answer:**

- My journal helped me to keep a record of all my research, ideas and inspirations. These guided my improvisation processes in order to create relevant movements. ✓
- My journal helped me to write down my goals. This helped to keep track of what I have achieved, plan further and complete my choreography timeously. ✓

**5.3 EXPLAINING DANCE ELEMENTS FOR IMPROVISATION AND CHOREOGRAPHY****NOTE:**

- Answers must explain how dance elements could develop creativity in improvisation and choreography
- All THREE elements should be included for full marks – (space, time, force)
- Read the entire answer before awarding marks
- Candidates may answer more on ONE dance element than another
- Use the rubric provided to evaluate the level of the candidate's answer
- No ticks to be used
- Bracket the entire answer in the left-hand margin to indicate the answer has been read

**Expected responses:****Space**

- General/shared space
- Negative space
- Personal space
- Levels
- Directions
- Pathways
- Shape
- Form
- Pattern
- Size
- Any other relevant answers relating to space

**Time**

- Speed/tempo
- Timing
- Repetition
- Stillness
- Duration
- Unison
- Canon
- Phrasing
- Dynamics
- Any other relevant answers relating to time

**Force**

- Movement quality
- Dynamics
- Energy
- Accents
- Weight
- Any other relevant answers relating to force (12)

**MARKING RUBRIC:**

CRITERIA	
<b>7 - 12</b>	<ul style="list-style-type: none"> <li>• In-depth understanding of dance elements</li> <li>• Well explained answers on how dance elements (space, time, force) develop creativity in improvisation and choreography</li> <li>• A wide range of suitable examples provided</li> </ul>
<b>4 - 6</b>	<ul style="list-style-type: none"> <li>• Adequate understanding of dance elements</li> <li>• Can link dance elements to improvisation and choreography /struggle to explain</li> <li>• Some examples provided</li> </ul>
<b>1 - 3</b>	<ul style="list-style-type: none"> <li>• Minimal understanding of dance elements</li> <li>• Unable to explain/link to improvisation and choreography</li> <li>• Unable to provide examples</li> </ul>

**[25]****QUESTION 6: DANCE LITERACY**

<b>LOW LEVEL</b>	<b>6.1</b>	<b>Completing</b>	<b>5 marks</b>
	<b>6.2</b>	<b>Comparing</b>	<b>10 marks</b>
<b>MEDIUM LEVEL</b>	<b>6.3</b>	<b>Explaining</b>	<b>10 marks</b>

	<b>CONTENT TO BE ASSESSED</b>	<b>THINKING PROCESS</b> Steps candidates must go through in order to answer
6.1	Performance spaces	1. Recall
6.2	Dance forms	1. Recall TWO different dance forms 2. Identifying differences and similarities 3. Compare TWO dance forms
6.3	Symbolism	1. Recall 2. Reflect on how symbolism is used 3. Explaining how messages/ideas are communicated with substantiated examples



**6.1 COMPLETING SENTENCES****Expected responses:**

- 6.1.1 Proscenium arch stage/conventional stage (1)
- 6.1.2 Arena Stage/thrust stage/non-conventional stage/site-specific (1)
- 6.1.3 Wings (1)
- 6.1.4 Curtain(s) (1)
- 6.1.5 Cyclorama (1)

**6.2 COMPARING CHARACTERISTICS OF TWO DANCE FORMS****NOTE:**

- Candidates must name and compare TWO different dance forms
- Candidates may answer in any format
- Award FIVE marks for each dance form

**Expected responses:**

- Costume/dress/attire
- Music/accompaniment
- Location
- Participants
- Gender roles
- Role of the audience
- Purpose/function
- Movements
- Any other relevant answers related to dance forms (2 x 5) (10)

**Example of an answer:**

<b>Contemporary dance</b>	<b>African dance</b>
<b>Purpose:</b> Contemporary dance is used to entertain an audience or communicate messages/ideas. ✓	<b>Purpose:</b> The purpose of African dance is mostly religious, ritualistic and traditional. Dance is used for education by passing on the traditions of the culture. ✓
<b>Participants:</b> The participants of this dance form consist of trained, professional dancers who are often paid to perform. ✓	<b>Participants:</b> The whole community is involved and plays a role in the dance. ✓
<b>Costumes:</b> The costumes of contemporary dance reflect the theme/message to be communicated to an audience. ✓	<b>Costumes:</b> In African dance the participants are usually clothed in traditional clothing of that particular culture. ✓

<p><b>Performance spaces:</b> This dance form was traditionally performed in a conventional theatre but choreographers are now creating works for non-conventional spaces. ✓</p>	<p><b>Performance spaces:</b> Traditionally in African dance, the participants perform dance in a communal setting but now it is performed in theatres. ✓</p>
<p><b>Audience:</b> The role of the audience in this dance form is to be entertained. They usually do not participate in the performance. ✓</p>	<p><b>Audience:</b> In African dance the audience forms part of the dance. They provide the accompaniment/singing/ululating for the dance. ✓</p>

### 6.3 EXPLAINING SYMBOLISM IN DANCE

#### NOTE:

- Candidates must explain how symbolism is being used in dance to communicate the message/idea
- Areas included must provide substantiated examples
- Read the entire answer before awarding marks
- Use the rubric provided to evaluate the level of the candidates' answer
- No ticks to be used
- Bracket the entire answer in the left-hand margin to indicate the answer has been read
- Check the following page in the answer book to ensure you have not missed part of the answer

#### Expected responses:

##### Movement vocabulary

- Dance genres
- Motifs
- Everyday movement and gesture
- Dance elements
- Choreographic structures
- Performance space

##### Costume

- Colour
- Style
- Design

##### Lighting

- Type of lighting
- Colour

##### Special effects

- Projections
- Smoke machine

##### Set

- Location
- Performance space

**Music/accompaniment/sound**

- Instrumentation
- Vocals
- Live and pre-recorded
- Natural/environmental sound/body percussion
- Genre/style

**Multidisciplinary art**

- Design/visual arts/drama

**Props**

- Table
- Chair

- Any other relevant answers related to discussing symbolism in dance (10)

**MARKING RUBRIC:**

<b>CRITERIA</b>	
<b>7 - 10</b>	<ul style="list-style-type: none"> <li>• In-depth understanding of symbolism in dance</li> <li>• Includes a wide range of areas that are well explained on how symbolism is used in dance to communicate messages/ideas</li> <li>• Provides a wide range of substantiated examples</li> </ul>
<b>4 - 6</b>	<ul style="list-style-type: none"> <li>• Adequate understanding of symbolism in dance</li> <li>• Includes some areas that are explained on how symbolism is used to communicate messages/ideas</li> <li>• Some examples provided</li> </ul>
<b>1 - 3</b>	<ul style="list-style-type: none"> <li>• Minimal understanding of symbolism in dance</li> <li>• Unable to explain how it is used in dance</li> <li>• Cannot provide examples</li> </ul>

**[25]**

**QUESTION 7: DANCE WORK**

<b>LOW</b>	<b>7.1</b>	<b>Recalling</b>	<b>8 marks</b>
<b>MEDIUM LEVEL</b>		<b>Describing</b>	<b>9 marks</b>
		<b>Format</b>	<b>3 marks</b>
<b>HIGH LEVEL</b>	<b>7.2</b>	<b>Explaining</b>	<b>5 marks</b>

	<b>CONTENT TO BE ASSESSED</b>	<b>THINKING PROCESS</b> <b>Steps candidates must go through in order to answer</b>
7.1	Dance work	<ol style="list-style-type: none"> <li>1. Recall</li> <li>2. Extract relevant information to be included</li> <li>3. Formulate an essay</li> </ol>
7.2	Visual Literacy	<ol style="list-style-type: none"> <li>1. Analyse the image</li> <li>2. Recall original dance work</li> <li>3. Select part of the dance work to be re-created</li> <li>4. Conceptualise dance work in site-specific space</li> <li>5. Explaining the concept in writing</li> </ol>

**7.1 WRITING AN ESSAY****NOTE:**

- Read the entire answer before awarding marks
- Use the rubric provided to evaluate the level of the candidate's answer
- No ticks to be used
- Bracket the entire answer in the left-hand margin to indicate the answer has been read
- Write the marks awarded for each heading, either at the start or end of the answer depending on the space available

E.g.: Information = 17  
Format = 3

**Expected responses:****Storyline/theme/synopsis**

- Inspiration
- Reason
- Intent
- Outline of sections/scenes
- Any other relevant areas relating to synopsis/theme/storyline

**Production elements**

- Lighting design/special effects/projections
- Costume
- Set design
- Props
- Backdrop
- Technology/multidisciplinary work
- Performance spaces: conventional and non-conventional spaces
- Any other relevant answers relating to production elements

**Music/accompaniment**

- Composer/musicians
- Genres/style
- Timing
- Rhythm
- Dynamics
- Timbre
- Sounds
- Phrasing
- Instrumentation
- Any other relevant answers relating to music/accompaniment

**Movement vocabulary**

- Genres/styles
- Principles/characteristics
- Fusion of dance forms
- Gestures/everyday movements/motifs
- Motifs
- Group/partner work
- Any other relevant answers relating to movement vocabulary

**Dance elements and choreographic structures**

- Space, time, force
  - Beginnings, endings
  - Climax
  - Sequencing/patterning/groupings, etc.
  - Any other relevant answers relating to dance elements and choreographic structures
- Any other relevant answers relating to the dance work (17)

**Format**

- Introduction
- Body
- Conclusion (3)

**MARKING RUBRIC:**

<b>Information</b>	<b>13 - 17</b>	<ul style="list-style-type: none"> <li>• In depth recall of the dance work</li> <li>• Broad, deep understanding and descriptions provided</li> <li>• Well structured, logical flow of thoughts and ideas</li> </ul>
	<b>9 - 12</b>	<ul style="list-style-type: none"> <li>• Good recall of the dance work</li> <li>• Accurate descriptions included</li> <li>• Essay shows flow of thoughts and ideas</li> </ul>
	<b>6 - 8</b>	<ul style="list-style-type: none"> <li>• Adequate recall of the dance work</li> <li>• Basic descriptions provided</li> <li>• Struggles to structure thoughts and ideas in a logical manner</li> </ul>
	<b>1 - 5</b>	<ul style="list-style-type: none"> <li>• Minimal recall of the dance work</li> <li>• Minimal ability to structure information</li> </ul>
<b>Format</b>	<b>AWARD ONE FOR EACH OF THE FOLLOWING</b>	
	<b>1</b>	Introduction
	<b>1</b>	Body
	<b>1</b>	Conclusion

**7.2 EXPLAINING RE-CREATION OF A PART/SECTION IN A SITE-SPECIFIC SPACE****NOTE:**

- Candidates may choose the same dance work as in 7.1 or a different work
- The part/section recreated must show how it has been adapted. Candidates may not receive marks for describing a dance work in its original form.
- Read the entire answer before awarding marks
- Use the rubric provided to evaluate the level of the candidate's answer
- No ticks to be used
- Bracket the entire answer in the left-hand margin to indicate the answer has been read

**Expected responses:****How the following would be adapted to suit the site-specific space**

- Structure of the work
- Number of performers
- Production elements
- Music/accompaniment/sound-effects
- Movement vocabulary
- Dance elements
- Choreographic structures
- Any other relevant answers relating to adapting a dance work (5)

**MARKING RUBRIC:**

<b>CRITERIA</b>	
<b>3 - 5</b>	<ul style="list-style-type: none"> <li>• Insightful, creative re-interpretation of a section/part of the dance work</li> <li>• Able to provide a detailed explanation of a conceptualised idea</li> <li>• Excellent understanding of choreography</li> </ul>
<b>1 - 2</b>	<ul style="list-style-type: none"> <li>• Unable to re-interpret the dance work in a site-specific space</li> <li>• Explains the dance work in its original form</li> </ul>

**[25]**

**QUESTION 8: CHOREOGRAPHER**

<b>MEDIUM LEVEL</b>	<b>Recalling</b>	<b>5 marks</b>
<b>HIGH LEVEL</b>	<b>Organising</b>	<b>6 marks</b>
	<b>Format/presenting</b>	<b>4 marks</b>

<b>CONTENT TO BE ASSESSED</b>	<b>THINKING PROCESS</b> <b>Steps candidates must go through in order to answer</b>
Prescribed choreographer	<ol style="list-style-type: none"> <li>1. Recall of background/artistic achievements</li> <li>2. Knowledge of a script for a video presentation</li> <li>3. Select appropriate information for: <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Body</li> <li>• Conclusion</li> </ul> </li> <li>4. Writing a script for an online presentation with logical flow of relevant information</li> </ol>

**WRITING A SCRIPT****NOTE:**

- Candidate may use various formats for presenting a script, e.g. bullets, story board, etc.
- Candidates could focus on one area in depth, e.g. dance company/companies created
- Read the entire answer before awarding marks
- Use the rubric provided to evaluate the level of the candidates' answer
- No ticks to be used
- Bracket the entire answer in the left-hand margin to indicate the answer has been read
- Check the following page in the answer book to ensure you have not missed part of the answer
- Write the marks awarded for each heading in the rubric, either at the start or end of the answer depending on the space available  
E.g.: Information = 11  
Format = 4

**Expected responses:**

- Background information could be linked to artistic achievements

**Artistic achievements could include:**

- Influences
- Dance training and career
- Company/companies created
- Associations/collaborations/mentoring
- Dance works
- Achievements and recognition
- Contribution and relevance to dance and society
- Any other relevant areas relating to the choreographer

(15)

**MARKING RUBRIC:**

<b>Information</b>	<b>9 - 11</b>	In depth recall of background/artistic achievements of the choreographer Able to present a logical flow of factual information
	<b>6 - 8</b>	Good recall of background/artistic achievements of the choreographer Able to present information in a logical format
	<b>1 - 5</b>	Minimal recall of background/artistic achievements Struggles to present facts logically
<b>Format</b>	<b>AWARD ONE MARK FOR EACH OF THE FOLLOWING</b>	
	<b>1</b>	Style: would engage an audience, well conceptualised presentation
	<b>1</b>	Introduction
	<b>1</b>	Body
	<b>1</b>	Conclusion

**[15]**

**TOTAL SECTION B: 90**  
**GRAND TOTAL: 150**