



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

DANCE STUDIES
NOVEMBER 2024
MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 29 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.
- Read the entire answer before awarding marks and evaluate what the candidate knows, not what the candidate does not know.
- In some qualitative questions, exercise professional and informed judgement.
- In some questions, candidates have a choice. If candidates have answered both questions, mark only the FIRST question answered. Draw a line through the second question not being marked.
- 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**.
- The marking guideline provides '**an example of an answer**' in a 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.
- ONE tick ✓ = 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 tick ✓ = ONE mark depending on the requirements of the questions up to the maximum marks.
- 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.
- Check the following page in the answer book to ensure you have not missed part of the answer.

Marking qualitative questions:

- Read the entire answer before awarding marks.
- All areas must be included for full marks to be awarded.
- **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 JM	QUESTION NUMBER ... Start of the answer	End of the answer	/8
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SECTION A: SAFE DANCE PRACTICE AND HEALTH CARE**QUESTION 1: INJURIES**

LOW LEVEL	1.1	Choosing	5 marks
MEDIUM LEVEL	1.2.1	Explaining	3 marks
	1.2.2	Explaining	3 marks
	1.3	Evaluating	4 marks

	CONTENT TO BE ASSESSED	THINKING PROCESS Steps candidates must go through in order to answer
1.1	Types of injuries	1. Recall
1.2.1	Application of correct techniques and injury prevention	1. Recall 2. Explain how the safe dance practice prevents injury
1.2.2	Dance conventions and injury prevention	1. Recall 2. Explain how the safe dance practice prevents injury
1.3	Effects of long term treatment	1. Recall 2. Identify the effects of long term treatment 3. Evaluate how long term treatment affects a dancer

1.1 CHOOSING THE TYPE OF INJURY**Expected responses:**

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

1.2.1 EXPLAINING HOW APPLYING CORRECT TECHNIQUE(S) PREVENTS INJURY**NOTE:**

- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook
- Candidates may provide a detailed explanation on one technique only or may provide explanations on different techniques

Expected responses:**Possible areas that could be linked to preventing injury:**

- Safety
- Landings
- Spotting
- Posture and alignment
- Turnout
- Muscular imbalances

Any other relevant answers relating to how applying correct technique(s) prevents injury (3)

Example of an answer:

- When you land through your feet and bend your knees when landing from a jump ensures that you absorb the shock. ✓
- Turning out the legs from the hips prevents strain and twisting of your knees and ankles. ✓
- Use the correct alignment to balance. ✓

1.2.2 EXPLAINING HOW FOLLOWING CLASS CONVENTIONS PREVENTS INJURY**NOTE:**

- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook

Expected responses:**Possible areas that could be linked to preventing injury:**

- Warming up
- Cooling down
- Spatial awareness
- Focus and concentration
- Correct attire
- Environment

Any other relevant answers relating to how following class conventions prevents injury (3)

Example of an answer:

- Warming up before class will prepare the body by mobilising the joints and muscles. ✓
- Wearing socks while dancing could result in slipping as the dancer would have no traction on the floor. ✓

1.3 EVALUATING HOW A LONG TERM TREATMENT PLAN COULD AFFECT A DANCER

NOTE:

- Candidates must evaluate the effects of following a long term treatment plan. Do not award marks for listing the consequences of an injury only
- Do not award marks for RICE, unless RICE is evaluated in relation to a long term treatment plan
- Candidates may refer to positive and/or negative effects in their answers

Expected responses:**Possible areas to be evaluated:**

- Monitoring/supervision
- Recovery time
- Further injury
- Fitness
- Technique
- Performance quality
- Mental health
- Effect on fellow dancers
- Longevity of career

Any other relevant answers relating to how following a long term treatment plan could affect a dancer

(4)

Example of an answer:

- If a dancer does not follow a long-term treatment plan when recovering from an injury, it could result in decreased fitness levels which will affect performance when returning to class. ✓
- Following a long-term treatment plan will aid recovery as the injury will be monitored and cared for consistently. ✓
- It could affect a dancer's mental state as they will fall behind on their classwork causing stress and anxiety. ✓
- Wearing a knee guard could provide stability for an injured knee which could make the dancer feel more secure. ✓

[15]

QUESTION 2: COMPONENTS OF FITNESS

LOW LEVEL	2.1	Defining	4 marks
	2.2	Listing	4 marks
MEDIUM LEVEL	2.3	Explaining and substantiating	4 marks
HIGH LEVEL	2.4.1	Analysing	4 marks
	2.4.2	Explaining and substantiating	4 marks

	CONTENT TO BE ASSESSED	THINKING PROCESS Steps candidates must go through in order to answer
2.1.1	Strength	1. Recall
2.1.2	Muscular endurance	1. Recall
2.1.3	Flexibility	1. Recall
2.1.4	Neuromuscular skills	1. Recall
2.2	Flexibility	1. Recall
2.3	Benefits of components of fitness	1. Recall 2. Explain the benefits linked to good dance technique 3. Substantiate with examples
2.4.1	Kinaesthetic awareness and spatial awareness	1. Recall 2. Analyse the image 3. Apply understanding of how kinaesthetic awareness and spatial awareness are being used in the image
2.4.2	Strength	1. Recall 2. Analyse the image 3. Apply understanding of developing strength related to the image 4. Substantiate with examples

2.1.1 DEFINING STRENGTH**Expected responses:**

- Strength is the ability of the muscles to exert force against gravity/resistance
- Any other relevant answer relating to the definition of strength (1)

2.1.2 DEFINING MUSCULAR ENDURANCE**Expected responses:**

- The staying power of the muscles to perform for long periods of time without getting tired
- Any other relevant answer relating to the definition of muscular endurance (1)

2.1.3 DEFINING FLEXIBILITY**Expected responses:**

- The range of movement in and around the joints and muscles
- Any other relevant answer relating to the definition of flexibility (1)

2.1.4 DEFINING NEUROMUSCULAR SKILLS

Expected responses:

- The ability of the brain to send messages to the body via the central nervous system in an instant reaction time

Any other relevant answer relating to the definition of neuromuscular skills

(1)

2.2 LISTING FOUR WAYS TO INCREASE FLEXIBILITY THROUGH STRETCHING

NOTE:

- If more than FOUR ways are provided, mark the first FOUR only

Expected responses:

- Stretching plan/routine
- Consistency
- Time and duration
- Dynamic stretching
- Static stretching
- Breathing
- Specific stretching exercises

Any other relevant answers relating to listing ways to increase flexibility through stretching

(4)

2.3 EXPLAINING AND SUBSTANTIATING HOW THE COMPONENTS OF FITNESS BENEFIT DANCE TECHNIQUE

NOTE:

- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook
- Candidates could write more on one component of fitness than another
- Candidates could explain multiple examples of one component
- Candidates must explain, with substantiated examples, the benefits of components of fitness on good dance technique. Do not award marks for definitions

Expected responses:**Core Stability**

- Balance
- Control
- Posture and alignment

Endurance

- Oxygen intake
- Energy

Flexibility

- Movement range
- Line and shape

Strength

- Holding movements or positions
- Partnering
- Balance
- Control

Neuromuscular skills

- Balance
- Kinaesthetic awareness
- Spatial awareness
- Agility
- Reactivity
- Maintenance of rhythm
- Coordination

Concepts linked to all components of fitness

- Execution of movement
- Injury prevention
- Movement complexity

Any other relevant answers relating to how components of fitness are beneficial for good dance technique

(4)

Example of an answer:

- Flexibility: If a dancer has good flexibility in their hips they will be able to execute movements in turnout easily and without restriction. ✓ A dancer will also have the freedom of movement to lift their legs high in kicks. ✓
- A strong core will allow the dancer to have good control and balance when performing turns. ✓
- Kinaesthetic awareness is beneficial to a dancer's technique because they will be able to self-correct their mistakes while they are dancing. ✓

2.4.1 ANALYSING THE IMAGE: KINAESTHETIC AWARENESS AND SPATIAL AWARENESS

NOTE:

- Do not award marks for defining kinaesthetic awareness and spatial awareness
- Candidates answers must relate to how kinaesthetic awareness and spatial awareness are being used in the image
- Candidates may write more on one than the other, but must address both kinaesthetic awareness and spatial awareness to be awarded full marks

Expected responses:**Kinaesthetic awareness in relation to:**

- Shape/form
- Relationships

Spatial awareness in relation to:

- Shape/form
- Relationships

Any other relevant answers relating to how kinaesthetic awareness and spatial awareness are being used by the dancers in the image

(4)

Example of an answer:

In the image the dancers use kinaesthetic awareness to coordinate their own bodies but still create one shape in the space. ✓ They have to be aware of where the contact points are so that they can successfully balance in the position together. ✓ The dancers are spatially aware of each other as they fill the negative spaces by dancing close to one another. ✓ The dancer in the orange shirt needs to understand where to place her arms so that she does not bump the other dancer. ✓

2.4.2 ANALYSING THE IMAGE: DEVELOPING STRENGTH

NOTE:

- Do not award marks for general ways to develop strength, answers must relate to the movement(s) shown in the image
- Candidates may explain exercises in further detail

Expected responses:**How the possible areas could be developed:**

- Arms/upper body
- Torso/back
- Hips
- Legs
- Feet

Any other relevant answers relating to developing strength to perform the movement(s) shown in the image

(4)

Example of an answer:

- The dancer in the orange shirt could have done regular squats to gain strength in her legs in order to balance on one leg. ✓
- The dancer in the black shirt could have done planks to develop strength in the core muscles so that she is able to hold the weight of the other dancer. ✓

[20]**QUESTION 3: GENERAL HEALTH CARE**

LOW LEVEL	3.1	Choosing	5 marks
MEDIUM LEVEL	3.2	Suggesting	5 marks

	CONTENT TO BE ASSESSED	THINKING PROCESS Steps candidates must go through in order to answer
3.1	Nutrition: food groups	1. Recall 2. Choose the appropriate food group
3.2	Benefits of dance: inclusivity and diversity	1. Recall 2. Suggest ways to promote inclusivity and diversity

3.1 CHOOSING FOOD GROUPS**Expected responses:**

- | | | |
|-------|---|-----|
| 3.1.1 | C | (1) |
| 3.1.2 | B | (1) |
| 3.1.3 | A | (1) |
| 3.1.4 | D | (1) |
| 3.1.5 | B | (1) |

3.2 SUGGESTING WAYS IN WHICH INCLUSIVITY AND DIVERSITY COULD BE PROMOTED IN THE DANCE CLASS**NOTE:**

- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook
- Candidates may write more on one aspect than the other but must address both inclusivity and diversity to be awarded full marks

Expected responses:

- Dance styles
- Music
- Environment
- Cultural expression
- Gender expression
- Visual literacy
- Collaboration
- Accessibility

Any other relevant answers relating ways in which inclusivity and diversity could be promoted in the dance class

(5)

Example of an answer:

- When doing group work, dancers could work with different classmates each time. ✓
- Create a safe dance environment so that dancers can be themselves. ✓

[10]

QUESTION 4: DANCE PERFORMANCE

MEDIUM LEVEL	4.1	Discussing	5 marks
HIGH LEVEL	4.2.1	Creating	10 marks
	4.2.2	OR	
		Writing	10 marks

	CONTENT TO BE ASSESSED	THINKING PROCESS Steps candidates must go through in order to answer
4.1	Commitment, focus and concentration	<ol style="list-style-type: none"> 1. Recall 2. Discuss the influence on dance performance
4.2.1	Performance skills: dynamics, personalisation, accuracy/clarity of movement	<ol style="list-style-type: none"> 1. Read for understanding 2. Recall 3. Conceptualise a visual social media post 4. Create a visual social media post highlighting the importance of performance skills
OR		
4.2.2	Performance skills: transition/flow, expression, presence/projection	<ol style="list-style-type: none"> 1. Read for understanding 2. Recall 3. Conceptualise a script for a social media video 4. Write a video script for social media highlighting the importance of performance skills

4.1 DISCUSSING HOW COMMITMENT, FOCUS AND/OR CONCENTRATION INFLUENCE DANCE PERFORMANCE

NOTE:

- Candidates may write more on one aspect than another, but must address commitment, focus and/or concentration to be awarded full marks

Expected responses:**Possible areas that could be addressed:**

- Technique
- Performance quality
- Trust
- Self-esteem/Confidence
- Group work
- Injury prevention

Any other relevant answers relating to how commitment, focus and/or concentration influence dance performance

(5)

Example of an answer:

- If a dancer is not committed to daily practice, they will not be able to improve their technique which could make their performance look sloppy. ✓
- Dancers must be fully focused during a performance otherwise they may bump into one another which could make the performance look under rehearsed. ✓

4.2.1 CREATING A VISUAL SOCIAL MEDIA POST HIGHLIGHTING THE IMPORTANCE OF THE PERFORMANCE SKILLS FOR A DANCE AUDITION

NOTE:

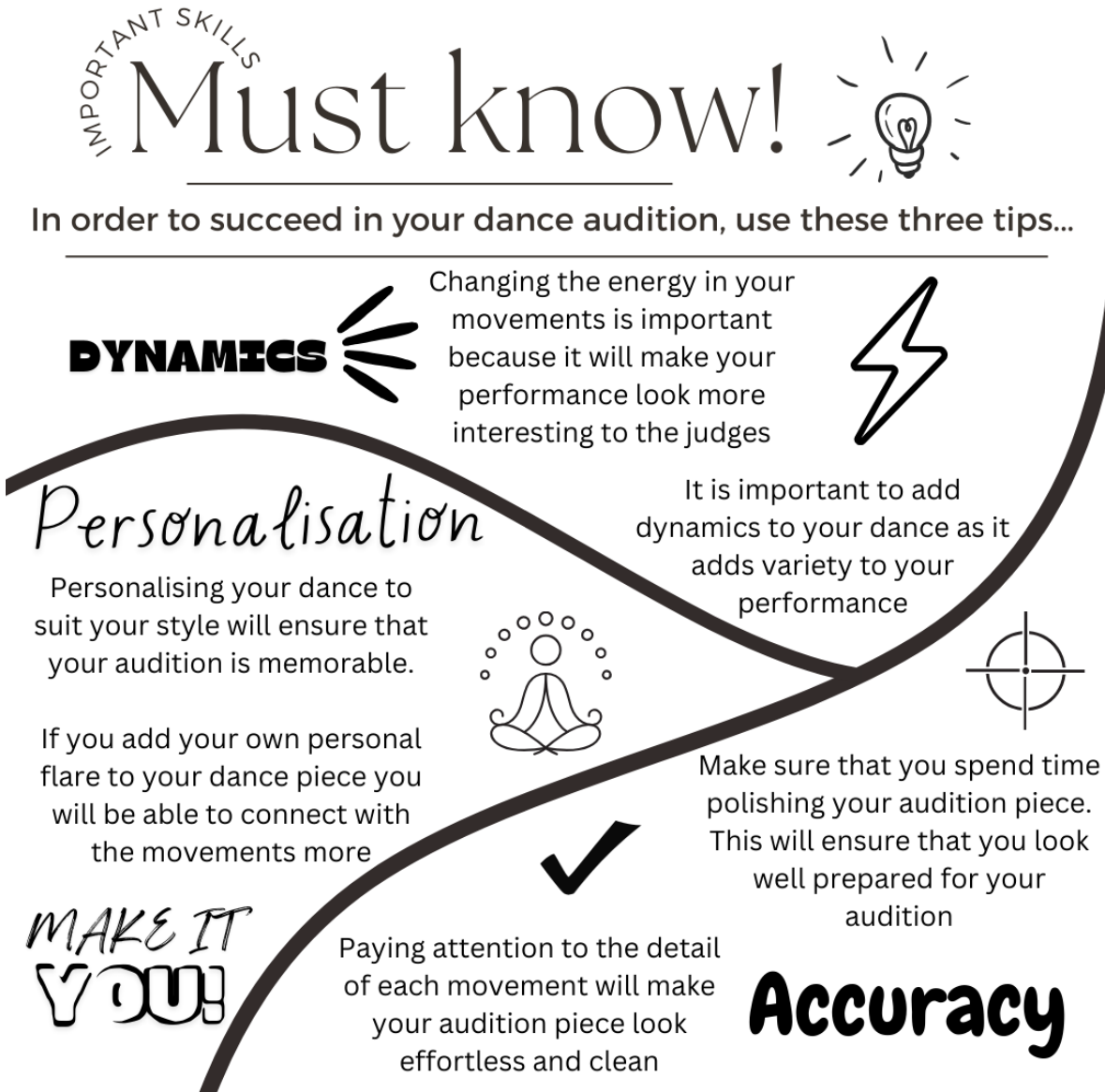
- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook
- Candidates must highlight the importance of dynamics, personalisation and accuracy/clarity of movement. Do not award marks for definitions only
- Candidates who do not address the task requirements (visually and/or informatively) cannot be placed in the high-level band
- 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

(10)

MARKING RUBRIC:

CRITERIA	
HIGH LEVEL 7–10	<ul style="list-style-type: none"> • Creative design, visually appropriate for social media • In-depth understanding of the performance skills • Excellent examples provided on the importance of the performance skills
MEDIUM LEVEL 4–6	<ul style="list-style-type: none"> • Adequate/good design, some visual aspects appropriate for social media • Adequate/good understanding of the performance skills • Adequate/good examples provided on the importance of the performance skills
LOW LEVEL 0–3	<ul style="list-style-type: none"> • Minimal/no design and minimal/no understanding of visual aspects appropriate for social media • Minimal/no understanding of the performance skills • Minimal/no examples provided on the importance of the performance skills

Example of an answer:



Must know!

In order to succeed in your dance audition, use these three tips...

DYNAMICS

Changing the energy in your movements is important because it will make your performance look more interesting to the judges

It is important to add dynamics to your dance as it adds variety to your performance

Make sure that you spend time polishing your audition piece. This will ensure that you look well prepared for your audition

Personalisation

Personalising your dance to suit your style will ensure that your audition is memorable.

If you add your own personal flare to your dance piece you will be able to connect with the movements more

MAKE IT YOURS

Paying attention to the detail of each movement will make your audition piece look effortless and clean

Accuracy

OR

4.2.2 WRITING A VIDEO SCRIPT FOR SOCIAL MEDIA HIGHLIGHTING THE IMPORTANCE OF THE PERFORMANCE SKILLS FOR A DANCE AUDITION**NOTE:**

- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook
- Candidates must highlight the importance of transition, expression and presence/projection. Do not award marks for definitions
- Candidates who do not address the task requirements (creatively and/or informatively) cannot be placed in the high-level band.
- 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

(10)

MARKING RUBRIC:

CRITERIA	
HIGH LEVEL 7–10	<ul style="list-style-type: none"> • Excellent flow of script with appropriate language used for social media • In-depth understanding of the performance skills • Excellent examples provided on the importance of the performance skills
MEDIUM LEVEL 4–6	<ul style="list-style-type: none"> • Adequate/good flow of script with some appropriate language used for social media • Adequate/good understanding of the performance skills • Adequate/good examples provided on the importance of the performance skills
LOW LEVEL 0–3	<ul style="list-style-type: none"> • Minimal/no flow of script with minimal/no understanding of language used for social media • Minimal/no understanding of the performance skills • Minimal/no examples provided on the importance of the performance skills

Example of an answer:

Hello everyone and welcome back. Next up in our dance audition series we will focus on performance skills. Are you ready? Let's get this show on the road. LIGHTS, MUSIC, SHOWTIME!

As you all know, our school's talent show is coming up and we will be hosting auditions to select the best of the best. Use these three performance skills to make your performance more memorable:

1. It is important to have good transitions in your dance to ensure that going from one movement to the next looks smooth. If your dance flows smoothly it will make your performance look effortless.
2. Expression in an audition is golden. Make sure that you understand what you are dancing about and that you have interpreted the theme. This will ensure that the audience understands the dance piece too. It is also important to use facial expressions when performing as they will help you to stand out.
3. Project and engage with the audience and judges as this will show your confidence. Make sure that your eye line is lifted so that you can make the connection with the audience.

Right, that's it from me. All the best in preparing for your dance audition. Good luck and see you next time. Don't forget to like, share, and save this post.

[15]**TOTAL SECTION A: 60**

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

LOW LEVEL	5.1	Choosing	6 marks
MEDIUM LEVEL	5.2	Discussing	5 marks
		OR	
	5.3	Discussing	5 marks
	5.4	Explaining	4 marks
HIGH LEVEL	5.5	Outlining	10 marks

	CONTENT TO BE ASSESSED	THINKING PROCESS Steps candidates must go through in order to answer
5.1	Choreographic structures	1. Recall
5.2	Improvisation skills	1. Recall 2. Reflect on own experience 3. Apply understanding of how improvisation improves skills and abilities as a dancer/choreographer
OR		
5.3	Conventional and non-conventional performance spaces	1. Recall 2. Reflect on own experience 3. Apply understanding of how conventional and/or non-conventional performance spaces affect choreography
5.4	Choreography: research	1. Recall 2. Reflect on own experience 3. Apply understanding of the role of research when planning for choreography
5.5	Multidisciplinary/interdisciplinary performance	1. Read for understanding 2. Recall 3. Conceptualise a performance piece advocating arts education 4. Outline the idea of the performance piece

5.1 CHOOSING THE CHOREOGRAPHIC STRUCTURES**Expected responses:**

5.1.1	Canon	(1)
5.1.2	Stillness	(1)
5.1.3	Interlocking forms	(1)
5.1.4	Climax	(1)
5.1.5	Unison	(1)
5.1.6	Sequencing	(1)

5.2 DISCUSSING HOW IMPROVISATION COULD IMPROVE SKILLS AND ABILITIES**Expected responses:****Possible areas that could be discussed:**

- Creativity
- Movement vocabulary
- Technique
- Performance quality
- Time management
- Communication
- Problem solving
- Values and attitudes

Any other relevant answers relating to how improvisation could improve skills and abilities as a dancer and/or choreographer

(5)

Example of an answer:

- Improvisation could improve technique as it allows extra opportunity for dancers to practice movements that they may have learnt in class. ✓
- Improvisation can also broaden a dancer's movement vocabulary as they explore new ways of moving. ✓
- Improvisation teaches choreographers how to solve problems that may arise during rehearsals. ✓

OR

5.3 DISCUSSING HOW CONVENTIONAL AND/OR NON-CONVENTIONAL PERFORMANCE SPACES AFFECT CHOREOGRAPHY**NOTE:**

- Candidates must discuss how conventional and/or non-conventional performance spaces affect choreography. Do not award marks for describing the performance space

Expected responses:**Possible areas that could be discussed:**

- Space
- Floor
- Direction of the performance
- Entrances and exits
- Lighting
- Sound
- Visual/special effects
- Role/position of the audience

Any other relevant answers relating to how conventional and/or non-conventional performance spaces affect choreography

(5)

Example of an answer:

- Conventional performance spaces influence the choreography as the choreographer would have to consider which lighting they could use to help bring across their theme. ✓
- A non-conventional performance space allows choreographers to incorporate elements in the space to support the theme of their dance. ✓

5.4 EXPLAINING THE ROLE OF RESEARCH WHEN PLANNING A CHOREOGRAPHY**Expected responses:****Possible areas to be addressed:**

- Understanding the topic/theme
- Conceptualisation
- Creativity/inspiration/originality
- Movement
- Production elements
- Music and/or accompaniment

Any other relevant answers relating to the role of research when planning a choreography

(4)

Example of an answer:

- Research helps choreographers to better understand their theme and bring their choreography to life on stage. ✓
- Research provides choreographers with a clear direction; this ensures that no time is wasted during rehearsals. ✓
- Researching the theme allows the choreographer to see what has been done before so that they are able to create new and exciting material. ✓

**5.5 OUTLINING A MULTIDISCIPLINARY/INTERDISCIPLINARY PERFORMANCE
PIECE ADVOCATING ARTS EDUCATION****NOTE:**

- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook
- Candidates must outline a performance piece/idea advocating arts education. Do not award marks for outlining a general multidisciplinary/interdisciplinary production
- 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:**Possible areas that could be addressed:****Inclusion of TWO or more art forms:**

- Dance
- Drama
- Music
- Visual Art
- Design

Story/theme/intent

- Inspiration
- Narrative/abstract
- Movement vocabulary/style
- Script/spoken word
- Song lyrics

Production elements

- Performance space
- Lighting
- Set design
- Props
- Costumes
- Music/accompaniment
- Visual effects/images
- Technology/special effects

Staging and blocking

- Number of performers
- Placing
- Patterning
- Formations

Advocacy

- Media/ social media
- Community platforms
- Technology
- Agency
- Outreach
- Education

- Symbolism

Any other relevant answers related to outlining a multidisciplinary/interdisciplinary performance piece/idea advocating arts education

(10)

MARKING RUBRIC:

CRITERIA	
HIGH LEVEL 7–10	<ul style="list-style-type: none"> • In-depth understanding of a multidisciplinary/interdisciplinary performance piece • Excellent ability to outline a multidisciplinary/interdisciplinary performance piece advocating arts education • Provides a wide range of innovative/creative examples to support the idea
MEDIUM LEVEL 4–6	<ul style="list-style-type: none"> • Adequate/Good understanding of a multidisciplinary/interdisciplinary performance piece • Adequate/Good ability to outline a multidisciplinary/interdisciplinary performance piece advocating arts education • Provides some innovative/creative examples to support the idea
LOW LEVEL 0–3	<ul style="list-style-type: none"> • Minimal/No understanding of a multidisciplinary/interdisciplinary performance piece • Minimal/No ability to outline a multidisciplinary/interdisciplinary performance piece advocating arts education • Provides minimal/no examples to support the idea

Example of an answer:

The piece would start with one performer on the stage moving to the sound of their own voice. A single light would light the performer as they recite a story about how the arts has changed their life. One by one, more performers join this motif and the spoken text eventually becomes a song. The performers would then move in unison symbolising unity amongst the arts. Gradually the performers move towards the centre of the stage, singing the song as one unified voice symbolising their common goal to advocate arts education.

When they reach the centre of the stage, the song stops and they turn to face the audience in silence, revealing important aspects of arts education painted on their t-shirts. The bold coloured words of "acceptance"; "creative freedom"; "collaboration"; "trust" and "inclusivity" are striking against the dimly lit background of the stage. In silence the performers slowly start to swop their t-shirts symbolising that learning through the arts is collaborative and an on-going process. As the live music begins, the lighting becomes brighter and the performers start to perform partner work that shows the constant support and safe spaces that the arts provide.

The piece will end with all the performers moving into the audience saying the words "Arts for one, Arts for all". This is symbolic of how infectious the influence of the arts is and that it will continue to grow and change the lives of many.

[25]

QUESTION 6: DANCE LITERACY

LOW LEVEL	6.1	Choosing	6 marks
	6.2	Explaining and substantiating	4 marks
	6.3.1	Identifying	2 marks
MEDIUM LEVEL	6.3.2	Describing	8 marks
HIGH LEVEL	6.4	Providing and substantiating	5 marks

	CONTENT TO BE ASSESSED	THINKING PROCESS Steps candidates must go through in order to answer
6.1	Dance-related careers	1. Recall
6.2	Dance-related careers: dance teacher/instructor	1. Recall 2. Explain importance of the skills
6.3.1	Dance forms	1. Recall
6.3.2	Dance forms and dance principles	1. Recall 2. Differentiate the principles of the two dance forms 3. Describe how the dance principles are used differently in each dance form
6.4	Dance fusion	1. Recall 2. Understand the impact of dance fusion 3. Formulate a substantiated opinion on whether dance fusion is beneficial to dance

6.1 CHOOSING DANCE-RELATED CAREERS**Expected responses:**

6.1.1	Professional dancer	(1)
6.1.2	Choreographer	(1)
6.1.3	Dance therapist	(1)
6.1.4	Dance critic	(1)
6.1.5	Dance researcher	(1)
6.1.6	Dance videographer	(1)

6.2 EXPLAINING THE IMPORTANCE OF SKILLS NEEDED FOR A DANCE TEACHER/INSTRUCTOR**NOTE:**

- Candidates must substantiate the importance of the skills needed. Do not award marks for explaining the skills only

Expected responses:

- Planning
- Time management
- Communication
- Problem solving
- Choreographing
- Patience

Any other relevant answers relating to the importance of the skills needed for a dance teacher/instructor

(4)

Example of an answer:

- A dance teacher needs to have good time management skills in order to run their lessons efficiently. ✓
- The teacher helps us when choreographing, which means they are good at solving a problem. ✓

6.3.1 IDENTIFYING DANCE FORMS**NOTE:**

- Only mark the first TWO dance forms if more have been provided

Expected responses:

- Ballet
- Hip Hop
- Contemporary
- African dance
- Jazz
- Spanish dance

Any other relevant answers relating to identifying dance forms

(2)

6.3.2 DESCRIBING HOW THE DANCE PRINCIPLES ARE USED DIFFERENTLY IN THE TWO DANCE FORMS IDENTIFIED IN QUESTION 6.3.1**NOTE:**

- Candidates must describe how the principle is used differently in each of the dance forms identified in question 6.3.1. Do not award marks for generic answers
- Award ONE mark per bullet for the first dance form identified
- Award ONE mark per bullet for the second dance form identified

(8)

Example of an answer:

- In Jazz, dancers use their head to spot while turning. ✓
- Contemporary dancers use the weight of the head to gain momentum in forward swings. ✓
- Jazz dancers use isolated arm movements and jazz hands. ✓
- Contemporary dancers transfer their weight into their arms and hands for balance when shifting on the floor. ✓

6.4 PROVIDING A SUBSTANTIATED OPINION ON WHETHER THE FUSION OF DANCE FORMS BENEFITS DANCE**NOTE:**

- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook
- Candidates may agree and/or disagree whether the fusion of dance forms benefits dance
- Opinions must be substantiated

Expected responses:**Possible areas to be addressed:**

- New movement vocabulary
- New techniques
- Brings together different cultures
- Recognition
- Evolution of dance
- Decolonisation
- Loss of pure dance forms
- Lack of understanding

Any other relevant answers relating to whether the fusion of dance forms benefits dance

(5)

Example of an answer:

Dance is an art form that is constantly developing in response to our world that is rapidly changing. Dance fusion is beneficial to dance as it allows different dance forms to combine and form new dance techniques. ✓ Dance fusion also allows for new movement vocabulary to be created, adding to the evolution of dance. ✓ Dance fusion can be beneficial to dance as it can provide a platform for dance forms to be seen and recognised. ✓ I think that dance fusion is beneficial to dance as it allows for collaboration of people from different cultures ✓ which can create a sense of equality among dance forms. ✓

[25]

QUESTION 7: DANCE WORK

MEDIUM LEVEL	7.1	Writing	15 marks
	7.2	Explaining	5 marks
HIGH LEVEL	7.3	Providing and substantiating	5 marks

	CONTENT TO BE ASSESSED	THINKING PROCESS Steps candidates must go through in order to answer
7.1	Dance work: production elements and symbolic meaning	<ol style="list-style-type: none"> 1. Recall 2. Apply understanding of the symbolic meaning of the production elements 3. Write an essay
7.2	Dance work: space and/or force used in the dance work	<ol style="list-style-type: none"> 1. Recall movement vocabulary 2. Recall space and/or force 3. Explain how space and/or force is used to portray the theme
7.3	Dance work: influence on today's context	<ol style="list-style-type: none"> 1. Recall 2. Understand today's context 3. Apply understanding of current times to the theme/intent of dance work 4. Formulate a substantiated opinion

7.1 WRITING AN ESSAY ON HOW PRODUCTION ELEMENTS COMMUNICATE SYMBOLIC MEANING**NOTE:**

- Candidates may write more on one production element than another
- Candidates must explain how all examples provided have been used symbolically
- Candidates who do not address the task requirements (essay) cannot be placed in the high-level band.
- 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:

- Performance spaces: conventional and non-conventional spaces
- Set design
- Backdrop
- Props
- Lighting design, special effects, projections
- Costumes and make-up
- Music/accompaniment
- Technology
- Multidisciplinary work

Any other relevant answers relating to how production elements communicate symbolic meaning

(15)

MARKING RUBRIC:

CRITERIA	
OUTSTANDING 12–15	<ul style="list-style-type: none"> • Excellent flow and organisation of information • In-depth understanding of how production elements communicate symbolic meaning • Provides a wide range of substantiated examples
SUBSTANTIAL 10–11	<ul style="list-style-type: none"> • Good flow and organisation of information • Good understanding of how production elements communicate symbolic meaning • Provides a range of substantiated examples
ADEQUATE 8–9	<ul style="list-style-type: none"> • Adequate flow and organisation of information • Adequate understanding of how production elements communicate symbolic meaning • Provides some substantiated examples
SATISFACTORY 5–7	<ul style="list-style-type: none"> • Basic flow and organisation of information • Basic understanding of how production elements communicate symbolic meaning • Provides a few examples that have/have not been substantiated
NOT ACHIEVED 0–4	<ul style="list-style-type: none"> • Minimal/No flow and organisation of information • Minimal/No understanding of how production elements communicate symbolic meaning • Minimal/No examples provided

7.2 EXPLAINING HOW SPACE AND/OR FORCE PORTRAY THE THEME**NOTE:**

- Candidates may write more on one dance element than the other
- Candidates may write on one dance element only
- Candidates must explain how the choreographer used space and/or force to portray the theme(s) or idea(s) in the dance work

Expected responses:**Space**

- Levels
- Directions
- Positive space
- Negative space
- Unison
- Canon
- Patterning/formations
- Interlocking forms

Force

- Contrast and dynamics
- Size
- Accent
- Weight
- Energy/effort

Any other relevant answers relating to how space and/or force portrays the theme(s) or idea(s) of the dance work

(5)

Example of an answer:

- In *Lamentation*, Martha Graham placed a single dancer on a bench to further emphasize the feeling of loneliness. ✓
- Unison was used by "The Dead" in *Ghost Dances* to portray a sense of unity among the civilians. ✓
- Sharp movements were used in the "Winter season" of *Four Seasons* to depict the harsh reality of winter. ✓

7.3 PROVIDING A SUBSTANTIATED OPINION ON WHETHER THE DANCE WORK HAS A POSITIVE INFLUENCE IN TODAY'S CONTEXT**NOTE:**

- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook
- Candidates may agree or disagree whether the dance work has a positive influence on today's context or candidates may provide an opinion that agrees and disagrees in their response
- Read the entire answer before awarding marks

Expected responses:**Possible areas that could be included:**

- Theme(s)
- Socio-political issues
- Relevance
- Cultural/religious beliefs
- Relationships

Any other relevant answers relating to whether the dance work has a positive influence on today's context

(5)

Example of an answer:

I think that *Ghost Dances* does have a positive influence on today's context because it teaches us about the effects of human rights violations. ✓ *Ghost Dances* teaches us that violence and destruction does not fix the underlying problems. ✓ After watching *Ghost Dances*, I learnt the importance of community and unity. It taught me to celebrate one another in today's society. ✓ The concept of *Ghost Dances* is relevant today as we need to rally together as a community to fight for what is right. ✓ *Ghost Dances* has positively influenced me as a person as it has taught me to be resilient, just like "The Dead". ✓

[25]

QUESTION 8: CHOREOGRAPHER

LOW LEVEL	8.1	Providing	5 marks
	8.2	Discussing	5 marks
HIGH LEVEL	8.3	Evaluating	5 marks

	CONTENT TO BE ASSESSED	THINKING PROCESS Steps candidates must go through in order to answer
8.1	Choreographer: background and early dance training	1. Recall
8.2	Choreographer: personal and artistic influences	1. Recall
8.3	Choreographer and functions of dance in society	1. Recall 2. Apply understanding of the choreographer's contributions linked to the functions of dance in society 3. Evaluate the impact

8.1 PROVIDING INFORMATION ON THE BACKGROUND AND EARLY DANCE TRAINING OF THE CHOREOGRAPHER**Expected responses:**

- Place of birth/date
- Nationality
- Upbringing/socio-political context
- Dance schools
- Dance styles
- Early training opportunities or lack thereof
- Early influences

Any other relevant answers relating to the background and early dance training of the choreographer

(5)

8.2 DISCUSSING PERSONAL AND ARTISTIC INFLUENCES THROUGHOUT THE CHOREOGRAPHER'S PROFESSIONAL CAREER**NOTE:**

- Do not award marks for listing, influences must be discussed.

Expected responses:

- Inspiration
- Impact of teachers/people
- Society
- Politics
- Other artists

Any other relevant answers relating to the personal and artistic influences throughout the choreographer's professional career

(5)

8.3 EVALUATING THE CHOREOGRAPHER'S IMPACT ON THE FUNCTIONS OF DANCE IN SOCIETY

NOTE:

- Read the entire answer before awarding marks
- Candidates must evaluate the impact that the choreographer has on the functions of dance. Do not award marks for defining the functions of dance only
- Candidates may elaborate on one function of dance or many

Expected responses:

Contributions to dance linked to:

- Outreach programmes
- Education
- Entertainment
- Protest/activism
- Healing
- Recreation
- Careers/job creation

Any other relevant answers relating to the choreographer's impact on the functions of dance in society

(5)

Example of an answer:

Gregory Maqoma has influenced South African society by providing a platform for dancers to perform professionally and earn money. ✓ Maqoma has also created works with socio-political themes which have communicated important messages to society. ✓ Maqoma has been involved in many outreach programmes which provide recreation for its participants. ✓ Maqoma has also mentored students to become dance activists influencing their own community/society. ✓ Lastly, Maqoma has provided entertainment for society by allowing time to relax and be enriched by the arts. ✓

[15]

TOTAL SECTION B: 90
GRAND TOTAL: 150