



NATIONAL SENIOR CERTIFICATE EXAMINATION  
NOVEMBER 2011

**DANCE STUDIES**  
**MARKING GUIDELINES**

LO 3: Reflect on Dance Theories

Time: 3 hours

150 marks

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**These marking guidelines were used as the basis for the official IEB marking session. They were prepared for use by examiners and sub-examiners, all of whom were required to attend a rigorous standardisation meeting to ensure that the guidelines were consistently and fairly interpreted and applied in the marking of candidates' scripts.**

**At standardisation meetings, decisions are taken regarding the allocation of marks in the interests of fairness to all candidates in the context of an entirely summative assessment.**

**The IEB will not enter into any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines, and different interpretations of the application thereof. Hence, the specific mark allocations have been omitted.**

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**SECTION A DANCE HISTORY****QUESTION 1**

<b>Content:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Information referring to the story/plot of the dance</b>	Clear and concise description, fully substantiated and developed ideas.	Substantiated facts of the <b>story/plot</b> with good examples given.	Good information of <b>story/plot</b> given with personal substantiation to the facts.	Mention of the <b>story/plot</b> with some substantiated facts.	Little or no mention of <b>story/plot</b> , no personal explanation.
<b>Dancers and Costumes: How many dancers/groups of dancers. How costumes affect the dancers' roles</b>	Clear and concise description, fully substantiated and developed ideas.	Substantiated facts of <b>Dancers and Costumes</b> with good examples given.	Good indication of knowledge of <b>Dancers and Costumes</b> made with personal substantiation to the facts.	Mention of <b>Dancers and Costumes</b> with some substantiated facts.	Little or no mention of dancers or costumes, no personal explanation.
<b>Movement and/or gestures and their symbolism</b>	Clear and concise description, fully substantiated and developed ideas.	Substantiated facts of symbolic movement with good examples given.	Good indication of symbolism given with personal substantiation to the facts.	Mention of symbolism with some substantiated facts.	Little or no mention of movement or the symbolism thereof, no personal explanation.
<b>Information referring to theatrical effects (sound, lighting, sets, props, etc.)</b>	Clear and concise description, fully substantiated and developed ideas.	Substantiated facts of symbolism using theatrical effects with good examples given.	Good indication of symbolism given with personal substantiation to the facts.	Mention of symbolism with some substantiated facts.	Little or no mention of theatrical effects or the symbolism thereof, no personal explanation.
<b>Relevance of dance today</b>	Well substantiated, clear and intelligent opinions.	Relevant opinions with good substantiation.	Some good opinions given, adequately substantiated.	Few opinions, partly substantiated.	Little or no opinion, unsubstantiated.

**[20]**

**QUESTION 2**

<b>Content:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Choreographer's background and intention of the work</b>		Clear and concise description, fully substantiated and developed ideas.	Good information given with some substantiation to the facts.	Some relevant information with some substantiated facts.	Little or no relevant information.
<b>Composer</b>				Correct	Incorrect
<b>Story/plot How many dancer's/groups of dancers used</b>	Clear and concise description, fully substantiated and developed ideas.	Substantiated facts with good examples given.	Good information given with some substantiation to the facts.	Some relevant information with some substantiated facts.	Little or no relevant information.
<b>Movement and/or gestures</b>	Clear and concise description, fully substantiated and developed ideas.	Substantiated facts of symbolic movement with good examples given.	Good indication of symbolism made with personal substantiation to the facts.	Mention of symbolism with some substantiated facts.	Little or no mention of movement or the symbolism thereof, no personal explanation.
<b>Staging and Costumes</b>	Clear and concise description, fully substantiated and developed ideas.	Substantiated facts of Staging and Costumes with good examples given.	Good indication of knowledge of Staging and Costumes made with personal substantiation to the facts.	Mention of Staging and Costumes with some substantiated facts.	Little or no mention of staging or costumes, no personal explanation.
<b>Information referring to theatrical effects (sound, lighting, sets, props, etc.)</b>	Clear and concise description, fully substantiated and developed ideas.	Substantiated facts of symbolism using theatrical effects with good examples given.	Good indication of symbolism made with personal substantiation to the facts.	Mention of symbolism with some substantiated facts.	Little or no mention of theatrical effects or the symbolism thereof, no personal explanation.

[20]

**QUESTION 3**

Two dance related careers given	(2)
Both examples substantiated as to how dance studies prepares and influences the careers stated	(2)

[4]

**QUESTION 4**

<b>Content:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1 – 0</b>
<b>Project description: What is the aim of the dance/show and how is it possible?</b>	Clear and concise description of the project, fully explored and attainable with fully substantiated ideas making the project possible.	Project description is appropriate and shows planning to make it possible.	Good project description with partial exploration of how it is possible.	Some information describing the project and how it is possible.	Little or no description of the project or how it is possible.
<b>Timeline: 'Behind the scenes' and dance in 8 weeks</b>	Timeline is logical, clear and well presented. All possible planning is addressed and shown.	Timeline is clear and over 8 weeks. Good planning shown of most aspects behind the scenes and for the dance.	Timeline is over 8 weeks. Behind the scenes and dance planning shown.	Timeline vague but over 8 weeks. Some planning shown.	Timeline not over 8 weeks. Poor facts of what must be done.

[10]

**QUESTION 5**

Use of the body relating to chosen dance form	(1)
Posture	(1)
Defining characteristics	(3)
Accompaniment/music used	(1)

[6]

<b>60 marks</b>
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**SECTION B MUSIC**

**QUESTION 6**

Listen to Track 1 on the CD provided. (Classical)

Style: classical ballet or contemporary	(2)
Movement: e.g. dynamic movement, highly emotive	(2)
Music: dynamic, orchestral, classical	(2)

[6]

**QUESTION 7**

Listen to Track 2. ('House' theme music)

Adagio – slow and sustained	(2)
Pianissimo – very soft	(2)

[4]

**QUESTION 8**

Listen to Track 3.

8.1	Dynamic (dynamics in music refers to variation in volume)	(1)
8.2	The music starts off softly and then gets louder	(2)
8.3	Track 2 has no vocals whereas Track 3 does; the movement of Track 3 would most probably be affected by the words of the song and therefore would have a theme or story line. The genre of Track 2 is contemporary; Track 3 is more contemporary rock. The tempo of Track 2 is slow and consistent; Track 3 has more variation of volume and tone colour (instrumentation). This will mean the dance to Track 3 will have a greater variation of speed and energy, incorporating jumps and dynamic movement.	(6)

[10]

**QUESTION 9**

**Refer to Dance Studies Study Guide.**

Choose one of the prescribed works you have studied. State the name of the dance work and the choreographer. Focus on the **composer** of the work by providing the following information:

- The background of the composer.
- The genre or style of the music he/she composed.
- How the music enhances or affects the dance work.

[10]

<b>30 marks</b>
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**SECTION C ANATOMY****QUESTION 10**

10.1	Towards the mid-line of the body	(1)
10.2	Turning the sole of the foot outwards	(1)
10.3	Moving the scapula forwards	(1)
10.4	To the front, in front, forward	(1)
10.5	To extend a joint beyond normal range	(1)

**[5]****QUESTION 11**

1.	Support of surrounding tissues	(1)
2.	Protection for vital organs and soft tissue	(1)
3.	Form and shape of the body	(1)
4.	Attachment points for muscle	(1)
5.	Storage area for minerals and calcium	(1)
6.	Blood cells which are manufactured in the red bone marrow	
7.	Lever for movement through articulating joints	

**[5]****QUESTION 12**

Good posture gives maximum function with the least expenditure of energy. A normal posture has natural curves in the spine creating an S-shape. These curves act as shock-absorbers and enable movement. A lack of good posture means that postural problems put a strain on your entire body and affect your health and the way you move. If you have a deviation from a normal posture, other areas will overcompensate and put everything out of balance. Imbalances creates stress on the tissue and will lead to injuries.

The following are the most common postural deviations:

- Kyphosis/Lordosis – an exaggeration of the thoracic and lumbar curves
- Cervical Lordosis – an exaggerated curve in the neck
- Scoliosis – lateral curvature of a segment of the spinal column

(Only ONE example needs be discussed)

**[10]**

**QUESTION 13**

<b>Content:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1 – 0</b>
<b>A description of core stability</b>	Clear and concise description of core stability.	Good description of core stability.	Description of core stability.	Core stability partially described.	Little or no description of core stability.
<b>Muscles responsible for core stability</b>	Correct information given and explained.	Correct information provided.	Adequate information provided.	Partial information provided.	Insufficient information provided.
<b>Description of how core strength is achieved</b>	Clear and concise description of core strength, fully explained and substantiated.	Good description of core strength with examples given.	Adequate description.	Partially described.	Little or no description given.

**[10]**

**QUESTION 14**

14.1	Why Warm-up: <ul style="list-style-type: none"> <li>• Prepares the body for any form of exercise and is essential to prevent injury and ensure optimal training and movement.</li> <li>• After training, cool down by continuing to move by gradually reducing speed and size of movement. Helps to gradually reduce the heart rate and breathing to prevent fainting or dizziness and the blood pooling effect.</li> </ul>	(1) (1)
14.2	Ritual warm up, starting with slower mobilisation and increasing to larger movements aiming for cardiovascular activity. Cool down – continue moving but reduce speed and size of movements and follow with stretching.	(1) (1)

**[4]**

**QUESTION 15**

15.1	Planter flexion	(1)
15.2	Soleus + Gastrocnemius	(2)
15.3	1. Biceps Femoris	(1)
	2. Semitendinosus	(1)
	3. Semimembranosus	(1)

**[6]**

**QUESTION 16**

16.1	Biceps	(1)
16.2	Concentric contraction/Isotonic	(1)
16.3	Triceps	(1)
16.4	Deltoid	(1)

**[4]**

**QUESTION 17**

Safe stretching is done with care and patience. Ballistic stretching is very dangerous and should be avoided.	(1)
<b>Static</b> stretches are stretches which visually has no movement of the limb being stretched. Examples are:	(1)
• <b>Passive stretching/relaxed stretching</b> – using a towel or assistance from another person to relax in a stretched position.	(1)
• <b>Active/static-active stretching</b> – using the strength of the agonist muscle being stretched to hold a stretch (no assistance).	(1)
• <b>Isometric and PNF stretching techniques</b> – contracting a muscle in a passive stretched position, holding, then releasing and deepening the stretch.	(1)
<b>Dynamic stretches</b> – when muscles are stretched during movement, e.g. kicking leg to the front stretches the hamstrings	(1)

[6]

**QUESTION 18**

Answer should include a balanced eating plan (individual choice) of either **three** balanced meals per day or **six** smaller balanced meals per day. Definition should include the food group and actual ingredient as per food pyramid.

- 6 – 11 servings of carbohydrates
- 3 – 5 servings of vegetables
- 2 – 4 servings of fruit
- 4 – 6 servings of protein
- Fats and oils used sparingly
- 8 glasses of water per day (hydration)

<b>Content:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0 – 1</b>
<b>Meals per day</b>	Clear and concise description of meal plan, including number of meals.	Good presentation of meal plan and number of meals. Well thought out and described.	Planning shows structure and attainable meals.	Some planning shown. Acceptable number of meals.	Insufficient information provided. Lacks planning and realistic number of meals for the day.
<b>Hydration</b>	Hydration clearly planned in the meal plan.	Correct information provided about good hydration.	Adequate hydration information provided.	Mention of hydration.	No mention of hydration.
<b>Portion size and servings per day</b>	Clear and concise calculation of balanced portion size or servings per day.	Good attempt to calculate balanced portion size or servings per day.	Adequate attempt to calculate balanced portion size or servings per day.	Partial attempt to calculate balanced portion size or servings per day.	Little or no attempt to calculate balanced portion size or servings per day.

[10]

**60 marks**

**Total: 150 marks**