



NATIONAL SENIOR CERTIFICATE EXAMINATION  
NOVEMBER 2011

**DANCE STUDIES**

Time: 3 hours

150 marks

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**PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY**

Please answer Section B first. Listen to the music on the CD, and answer the questions.

1. This question paper consists of 12 pages. Please check that your paper is complete.
  2. Read the questions carefully.
  3. Number your answers exactly as the questions are numbered in the question paper.
  4. All answers must be in essay format unless otherwise stated.
  5. Begin each section on a new page.
  6. Leave THREE lines open after each answered question.
  7. It is in your own interest to write neatly and legibly.
  8. Credit will be given (where appropriate) for:
    - interpretation and explanation.
    - evidence of personal observation and understanding.
  9. You may choose to stand up and move your body at your desk for some anatomy questions.
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**SECTION A DANCE HISTORY****QUESTION 1**

Your love and appreciation of dance has inspired you to share your knowledge on the World Wide Web (Internet). Your aim is to blog (a personal written essay of your opinion posted on the Internet). Your blog must be in the form of a critical review from one of the international set dance works listed below. Include the relevance of studying dance works in today's context, as well as the symbolism in the work if any.

<b>International Choreographers</b>	<b>Dance Works</b>
George Balanchine	<i>Apollo or Agon</i>
Alvin Ailey	<i>Revelations</i>
Martha Graham	<i>Appalachian Spring or Lamentation</i>
Christopher Bruce	<i>Ghost Dances or Rooster</i>
Marius Petipa and Lev Ivanov	<i>Swan Lake</i>
Vaslav Nijinsky	<i>Le Sacre du Printemps</i>
Paul Taylor	<i>Esplanade</i>

Use the following rubric to guide you.

<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 story/plot with good examples given.	Good information of story/plot given with personal substantiation to the facts.	Mention of the story/plot with some substantiated facts.	Little or no mention of story/plot, 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 dancers and costumes with good examples given.	Good indication of knowledge of dancers and costumes made with personal substantiation to the facts.	Mention of dancers and costumes 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**

You are commissioned to reproduce one of the South African prescribed works listed below to be performed at the 2012 Grahamstown Festival. After the auditions you are asked to address the dancers and explain the work in detail.

To introduce the work:

- Briefly discuss the choreographer's background and intention of the work. (3)
- Name the composer of the work. (1)
- Provide the dancers with an in-depth knowledge of the work, highlighting:
  - the story/plot and how many dancers used/groups of dancers used (4)
  - movement/gesture and their symbolism (4)
  - staging and costume (4)
  - theatrical effects: lighting, sets, scenery, etc. (4)

South African Choreographers	Dance Works
Veronica Paeper	<i>Orpheus in the Underworld</i>
Vincent Mantsoe	<i>Gula Matari</i>
Alfred Hinkel	<i>Last Dance (Bolero)</i>
Sylvia Glasser	<i>Tranceformations</i>
Gary Gordon	<i>Bessie's Head</i>
Mavis Becker	<i>Flamenco de Africa</i>
Hazel Acosta	<i>Blood Wedding</i>
Carolyn Holden	<i>Imagenes</i>

Refer to the following rubric and mark allocation.

Content	4	3	2	1	0
<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**

Provide two examples of a dance related career. Explain which aspects of Dance Studies as a subject, influence and prepare you for the careers chosen.

**[4]****QUESTION 4**

Create a proposal for a dance event or show. Fully discuss and plan how you would go about arranging the event or show. You have **eight** weeks to do this.

Provide the following:

- a concise project description
- a timeline of what needs to be arranged for the show including the 'behind the scenes' happenings as well as the planning of the dance being performed.

Use the rubric below to guide you.

Content	5	4	3	2	1 – 0
<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**

Describe the dance principles and technique of your chosen dance form. Include the following to fully cover all aspects of your dance form:

- |  |            |
|--|------------|
| The use of the body and posture                                      | (2)        |
| Defining characteristics which are specific to the chosen dance form | (3)        |
| The accompaniment/music used   | (1)        |
|  | <b>[6]</b> |

<b>60 marks</b>
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**SECTION B            MUSIC****QUESTION 6**

Listen to Track 1 on the CD provided.

Discuss the music by explaining what type of movement/dance could be used to complement the music. Use music terminology including the form, genre and dynamics to describe Track 1 and support your answer.

[6]

**QUESTION 7**

Listen to Track 2.

Use two Italian terms to describe the music. Provide definitions for both terms given.

[4]

**QUESTION 8**

Listen to Track 3.

8.1 Which of the following terms listed below best describe the music?

- Dynamic
- Monophonic
- Staccato

(1)

8.2 Explain your choice by substantiating your answer with evidence from what you heard in Track 3.

(3)

8.3 Discuss how music influences and affects dance by comparing Track 3 with Track 2. Refer to the tempo, genre and vocals.

(6)

[10]

**QUESTION 9**

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**

Provide the description of the following anatomical terms:

- |      |                 |            |
|------|-----------------|------------|
| 10.1 | Medial          | (1)        |
| 10.2 | Eversion        | (1)        |
| 10.3 | Protraction     | (1)        |
| 10.4 | Anterior        | (1)        |
| 10.5 | Hyper extension | (1)        |
|      |                 | <b>[5]</b> |

**QUESTION 11**

Name five (5) of the 7 functions of bones.

**[5]**

**QUESTION 12**

Explain the importance of spinal posture by comparing good/correct posture with a common postural deviation. Discuss the consequences of poor posture and how it affects one's health and movement.

Use the following rubric to guide your answer.

Content	5	4	3	2	1 – 0
<b>A description of good posture – focus on the spine.</b>	Clear and concise description of correct posture.	Good description of correct posture.	Description of correct posture.	Spinal posture partially described.	Little or no description of spinal posture.
<b>Results of good posture on health and movement.</b>	Results explored with substantiation to the facts.  Clear comparison made to a spinal deviation.	Adequate information provided.  Some comparison to spinal deviation given.	Adequate information provided.	Some information provided.	Insufficient information provided.
<b>A description of spinal deviation – focus on the spine.</b>	Clear and concise description of a postural deviation.	Good description of postural deviation.	Description of postural deviation.	Spinal deviation partially described.	Little or no description of spinal deviation.
<b>Results of good posture on health and movement.</b>	Results explored with substantiation to the facts.  Clear comparison made to correct posture.	Adequate information provided.  Some comparison to correct posture given.	Adequate information provided.	Some information provided.	Insufficient information provided.

[10]

**QUESTION 13**

Discuss why core stability is an important part of a sound dance technique. Include the following information to substantiate your answer:

- Define core stability
- How core strength is achieved
- Name the muscles of the abdominal wall/trunk responsible for core stability

Refer to the rubric below.

Content	5	4	3	2	1 – 0
<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 Discuss the importance of warming up and cooling down. (2)

14.2 Provide an example of a warm-up and a cool down. (2)

**[4]**

**QUESTION 15**

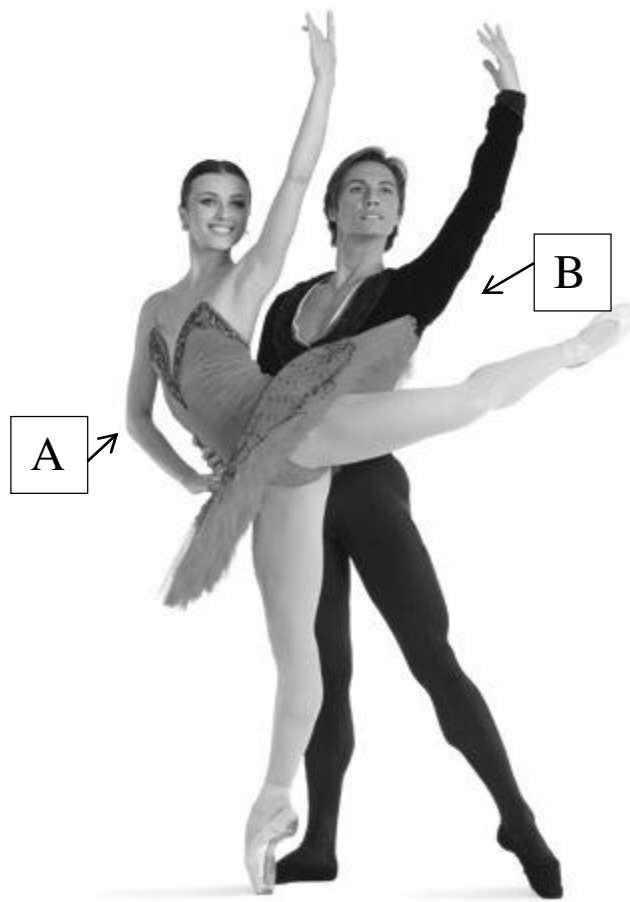
Refer to the picture below.



- 15.1 Name the action taking place at both of the dancer's ankles. (1)
- 15.2 Which two muscles are responsible for the action in Question 15.1? (2)
- 15.3 Name the muscles of the posterior upper leg which flex the knee. (3)
- [6]**

**QUESTION 16**

Refer to the picture below:



- 16.1 Name the muscle group responsible for the action at the elbow labelled A. (1)
- 16.2 What type of contraction would the muscles in Question 16.1 be performing? (1)
- 16.3 Name the prime mover for the action responsible for the extension of the elbow. (1)
- 16.4 Which muscle group would have contracted to bring about abduction of the shoulder labelled 'B'? (1)
- [4]**

**QUESTION 17**

Discuss and explain the safe stretching to achieve flexibility. Include definitions and examples of static and dynamic flexibility.

**[6]**

**QUESTION 18**

Design a balanced meal plan for one day. Provide the food group and the actual ingredient, e.g. 1 egg (1 protein serving).

Include the following information:

- Number of meals per day
- Portion size or servings for each food group
- Hydration

Use the following rubric to guide your answer.

Content	5	4	3	2	0 – 1
<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]

<b>60 marks</b>
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**Total: 150 marks**

**Please check that you have answered all 18 questions!**