



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2012

DANCE STUDIES
MARKING GUIDELINES

LO 3: Reflect on Dance Theories

Time: 3 hours

150 marks

These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.

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. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.

SECTION A HISTORY**QUESTION 1**

International choreographer and work.

Refer to Dance Studies Prescribed Works list for details on various prescribed works.

The 'key word' in this question is 'language'. Candidates must refer to this in their answers. **[20]**

Levels	Criteria
7 (10 – 12 marks)	The candidate's response is mostly clear, insightful and accurate. He/she discusses the 'language' of dance fully and is able to substantiate clearly and convincingly how the choreographer uses the dance 'language' to convey his/her ideas.
6 (9 marks)	The candidate's response is good, showing some insight and accuracy. He/she includes good information on the 'language' of dance giving good insight into how the choreographer uses the 'language' to convey his/her ideas.
5 – 4 (6 – 8 marks)	The candidate's response is fair, but is lacking in insight and accuracy. He/she includes some information on the 'language' of dance giving adequate insight into how the choreographer uses the 'language' to convey his/her ideas.
3 (5 marks)	The candidate's response shows some knowledge of the facts but lacks insight and substantiation. He/she includes very little information on the 'language' of dance and provides little insight into how the choreographer uses the 'language' to convey his/her ideas.
2 (4 marks)	The candidate's response is weak, showing very little insight and accuracy. The information on the 'language' of dance and on how the choreographer uses the 'language' to convey his/her ideas lacks detail and substantiation.
1 (0 – 3 marks)	The candidate has failed to give an adequate answer to the question.

QUESTION 2

Local choreographer and work.

Refer to Dance Studies Prescribed Works list for details on various prescribed works.

The 'key word/phrase' in this question is 'uniquely South African'. Candidates must refer to this in their answers. **[20]**

Levels	Criteria
7 (10 – 12 marks)	The candidate's response is mostly clear, insightful and accurate. He/she discusses the dance fully in terms of movement, costume and music and is able to substantiate clearly and convincingly how the choreographer conveys his/her ideas in a unique way.
6 (9 marks)	The candidate's response is good, showing insight and accuracy. He/she includes good information on the use of movement, costume and music, giving good insight into how the choreographer conveys his/her ideas in a unique way.
5 – 4 (6 – 8 marks)	The candidate's response is fair, but is lacking in insight and accuracy. He/she includes some information on the use of movement, costume and music giving adequate insight into how the choreographer's ideas are unique.
3 (5 marks)	The candidate's response shows some knowledge of the facts but lacks insight and substantiation. He/she includes very little information on the use of movement, costume and music and little insight into how the choreographer conveys his/her ideas in a unique way.
2 (4 marks)	The candidate's response is weak, showing very little insight and accuracy. The information on the use of movement, costume and music and on how the choreographer conveys his/her ideas in a unique way lacks detail and substantiation.
1 (0 – 3 marks)	The candidate has failed to give an adequate answer to the question.

QUESTION 3

Indigenous/African dance.

3.1	Principles: makes use of the natural bends of the body, basic and complex rhythmic patterns, imitation and dramatisation of the natural world like animals and elements like fire, usually have a theme like fertility, courtship or work.	(6)
3.2	Common rituals: (Only 3 needed) Healing rites, fertility rites, initiation, funeral rites, war and weapons rituals, hunt rituals, marriage rituals.	(4)

[10]

QUESTION 4

International Dance Day celebration.

Use the following rubric to guide your answer.

Content	5	4	3	2	1
Style appropriate to SA	Style chosen is appropriate to SA and its description includes clarity and insight	Style is appropriate to SA. Clear description provided.	Style chosen is appropriate, but description lacks clarity and insight.	Adequate description, but very little insight or clarity in choice of style.	Little or no information or description.
Time frame, performers and resources	Information is given on all aspects and in a clear, realistic and substantiated manner.	Information is given on all aspects and in a clear and realistic manner.	Information is given but it is not clear enough and some detail is lacking.	Information given lacks detail and is unrealistic.	Little or no information given.

4.1	Description of chosen style – candidates may refer to any of the following Ballet, Contemporary, afro-fusion, gumboot, Mapansula, tap, but must explain how the style they have chosen can be representative of SA dance.	(5)
4.3	Time frame – must show understanding of the time need to prepare for a project such as this, i.e. rehearsal period is realistic. Age and number of performers – learner must explain why she/he has selected the ages and number of performers in relation to the project. Resources needed – learner must show an understanding of what is required for a production. For example, number of people required to help and what jobs they would carry out, costumes, rehearsal space and funding.	(5)

[10]

60 marks

SECTION B MUSIC

QUESTION 5 MULTIPLE CHOICE

- 5.1 C
- 5.2 B
- 5.3 B
- 5.4 A [4]

QUESTION 6

Listen to all 4 tracks and give time signature of each. [4]

Track 1	Track 2	Track 3	Track 4
4	4	3	4
4	4	4	4

QUESTION 7

Listen to Track 1 (Miriam Makeba)

7.1	Afro Jazz	(2)
7.2	Melody – the piece is melodic, the melody is repeated. Dynamics – the volume is constant there is no change. Mood – the music is relaxed but has a happy feel to it.	(6)

[8]

QUESTION 8

Listen to Track 3 (Geisha)

8.1	Instrumentation – the piece is orchestral	(1)
8.2	Identify one instrument – violin	(1)
8.3	Category – chordophone/strings	(1)
8.4	Variety of personal answers. Ideas must be clearly motivated.	(5)

[8]

QUESTION 9

Refer to Dance Studies SAGs

For many choreographers music has a huge influence on their work and in some cases the piece of music they choose forms part of their inspiration to choreograph. Choose one of the dance works you have studied and explain the significance of the music in the piece. Remember to name the choreographer and give the title of the piece. Provide the following information:

- What instrumentation is used in the music? (1)
- Describe the style and mood of the music. (2)
- Explain how the music enhances the choreography. Why did the choreographer choose this piece of music? (3)

[6]

30 marks

SECTION C ANATOMY AND HEALTHCARE

QUESTION 10 MUSCLES OF THE ABDOMINAL WALL

10.1	Rectus abdominus, internal obliques, external obliques, transversus, quadratus lumborum	(4)
10.2	The body is designed for both mobility and stability which means that some parts hold or stabilise while others move. This is very important in a physical activity such as dance. The muscles of the core/torso are very important in stabilising the body while the limbs move. A balance between the abdominal and back muscles is important for this function. Helps with good posture and balance and off axis movement.	(4)

[8]

QUESTION 11

11.1 (Only three examples needed in each column)

PHYSICAL FACTORS	ENVIRONMENTAL FACTORS
Joints and how they work	Floor
The lack of elasticity of tendons and ligaments	Studio temperature
The strengths and weaknesses of the individual dancer	Shoes
Having some muscles which are stronger than others causing an imbalance	Clothing

(6)

11.2 Choose ONE of the elements you have listed under physical factors and explain it in detail.

<p>For example:</p> <p>Joints = some joints are built for mobility and some for stability, e.g. shoulder has a great deal of mobility whereas knees has a limited range because the shoulder is a ball and socket joint and the knee is a hinge joint. One must understand this and work within the range so as to avoid injury.</p> <p>Ligaments and tendons = tissues like muscle, tendons and ligaments have varying elasticity. Muscles very elastic, tendons less so and ligaments have the least and once stretched will not return to their original shape. (Elasticity means the ability to stretch and then return to the original shape).</p> <p>Individual strengths and weaknesses = You need to understand your individual body and work accordingly to avoid injury. For example, if you have hyper-extended knees you need to work correctly to avoid injury.</p> <p>Strong and weak muscles = problems caused by muscles being overly strong on one side of a joint and weak on the other can result in injury. This can be corrected/improved by conditioning and flexibility training.</p>
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(4)

[10]

QUESTION 12

12.1	A good stretch routine – Always stretch when warm. Focus on feeling tension not pain. Do not force a stretch. Stretch in a slow and controlled manner. Describe one of the safe stretch techniques like passive, active, S.A.S.S. or PNF.	(4)
12.2	Describe what happens within the muscle as they are stretched – as you stretch a muscle beyond its normal range an involuntary response is triggered to prevent the muscle from tearing – STRETCH REFLEX . This message is triggered by the muscle spindles which lie along the muscle fibres. These send a message to the Central Nervous System warning it. CNS returns message telling muscle to contract. This creates the tension felt at beginning of a stretch. If stretch is held – more than 8 to 16 seconds – there is a new reaction the REFLEX-RELAX . The golgi-tendon organ placed where the muscle and tendon join sends this message. It tells the brain the muscle is being stretched and not torn and therefore the muscle lengthens.	(4)

[8]

QUESTION 13

13.1	Hip – flexion Knee – flexion Ankle – plantarflexion	(3)
13.2	Hip flexion = iliopsoas, rectus femoris, gracilis, (pectineus), adductors, sartorius	(1)
13.3	Hamstrings	(1)
13.4	Soleus, peronei, tibialis posterior assists (gastrocnemius – not when knee is bent)	(2)
13.5	Flexion	(1)
13.6	Supination	(1)
13.7	Bicep	(1)

[10]

QUESTION 14

14.1

Muscle number	Muscle name	
1	Trapezius	(1)
2	Deltoid	(1)
3	Latissimus Dorsi	(1)
4	Gluteus maximus	(1)
5	Hamstrings	(1)
6	SITS/Rotator cuff	(1)
7	Quadriceps	(1)
8	Sartorius	(1)

(8)

14.2

Muscle number	Action (2 actions needed)	
3	Latissimus Dorsi – extends arm, adducts and medially rotates humerus/arm.	(2)
4	Gluteus maximus – externally/laterally rotates, extends hip and abducts femur.	(2)
7	Quadriceps – extend knee. Rectus femoris flexes hip	(2)
8	Sartorius – hip and knee flexion, lateral rotation, adduction of the hip, medial rotation of tibia.	(2)

(8)
[16]

QUESTION 15

Eating disorder

A variety of answers see Study Guide.

Levels	Criteria
7 (8 – 7 marks)	The candidate's response is mostly clear, insightful and accurate. He/she discusses and explains the eating disorder fully and is able to substantiate clearly and convincingly the symptoms, causes and treatments of the illness.
6 (6 marks)	The candidate's response is good, showing good insight and accuracy. He/she includes good information on the symptoms, causes and treatment of the disorder, which is well described and explained.
5 (5 marks)	The candidate's response is fair, but is lacking in insight and accuracy. He/she includes some information on the symptoms, causes and treatment of the disorder, which are adequately described and explained.
4 – 3 (4 – 3 marks)	The candidate's response shows some knowledge of the facts but lacks insight and substantiation. He/she includes very little information on the symptoms, causes and treatment of the disorder, and the description and explanation of this are weak.
2 (2 marks)	The candidate's response is weak, showing very little insight and accuracy. The information on the symptoms, causes and treatment of the disorder lacks detail and substantiation.
1 (0 – 1 mark)	The candidate has failed to give an adequate answer to the question.

[8]

60 marks

Total: 150 marks