



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2013

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**

Candidates have been clearly instructed to not write about the same choreographer twice. Use the following rubric to guide the answer for bullet four.

Levels	Criteria
7 (10 – 12 marks)	The candidate's response is mostly clear, insightful and accurate. He/she discusses the craft of choreography fully and is able to substantiate clearly and convincingly how the choreographer uses this 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 craft of choreography, giving good insight into how the choreographer uses this 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 craft of choreography, giving adequate insight into how the choreographer uses this 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 craft of choreography and provides little insight into how the choreographer uses this to convey his/her ideas.
2 (4 marks)	The candidate's response is weak, showing very little insight and accuracy. The information on the craft of choreography and on how the choreographer uses this 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.

[20]**QUESTION 2**

Use the following rubric to guide the answer for bullet three.

Levels	Criteria
7 (10 – 11 marks)	The candidate's response is mostly clear, insightful and accurate. He/she discusses how the choreographer brings his/her ideas across fully and is able to substantiate his/her ideas clearly and convincingly.
6 (9 marks)	The candidate's response is good, showing some insight and accuracy. He/she includes good information on how the choreographer conveys his/her ideas, giving good examples and explanations.
5 – 4 (6 – 8 marks)	The candidate's response is fair, but is lacking in insight and accuracy. He/she includes some information on how the choreographer conveys his/her ideas giving adequate examples and explanations.
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 how the choreographer conveys his/her ideas and provides few examples or explanations.
2 (4 marks)	The candidate's response is weak, showing very little insight and accuracy. The information on how the choreographer's ideas are conveyed lacks detail and substantiation.
1 (0 – 3 marks)	The candidate has failed to give an adequate answer to the question.

[20]

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.	(4)
3.2	Common rituals: (Only 3 needed) Healing rites, fertility rites, initiation, funeral rites, war and weapons rituals, hunt rituals, marriage rituals.	(6)
		[10]

QUESTION 4

Lecture demonstration to Grade 9 learners.
Use the following rubric to guide your answer.

Content	5	4	3	2	1
Oral presentation	Clear and inspiring. All relevant information included.	Interesting oral with good information. Focused on facts.	Informative and factual, but not very inspiring.	Information not clear and lacks inspiring facts.	Little or no information or description.
Practical demonstration	Clearly demonstrates understanding of chosen style.	Good demonstration of chosen style.	Demonstration of style adequate.	Demonstration of style clear but without detail.	Little or no information given.
					[10]

60 marks

SECTION B MUSIC

QUESTION 5

COLUMN A	COLUMN B
5.1	C
5.2	D
5.3	B
5.4	A
5.5	F
5.6	E

[6]

QUESTION 6

6.1

Track 1	Classical	$\frac{3}{4}$ or $\frac{6}{8}$
Track 2	Jazz	$\frac{4}{4}$ or $\frac{2}{4}$
Track 3	African	$\frac{4}{4}$
Track 4	Rock and Roll	$\frac{4}{4}$

(2)

(2)

(2)

(2)

6.2 **Variety of answers (choice)**

Choose ONE of the tracks on the CD and describe it according to the following:

6.2.1 Melody (Is the piece melodic, do the melodies recur, are the melodies folk-like, primitive or religious?)

Track 1 – the track is melodic; the melody is repeated; it is a gentle classical piece.

Track 2 – it is melodic; melodies recur.

Track 3 – it is melodic; melodies recur, it has a primitive feel.

Track 4 – melodic; melodies repeated.

(3)

6.2.2 Track 1 – Lento/largo or ADAGIO

(2)

6.2.3 What Italian term would best describe this piece?

(Choose ONE)

Track 1 – Lento/largo

Track 2 – Andante

Track 3 – Moderato

Track 4 – Moderato

(1)

[14]

QUESTION 7**Various answers. Refer to Dance Studies guide.**

Discuss the music of one piece of choreography you have studied. Make reference to the following:

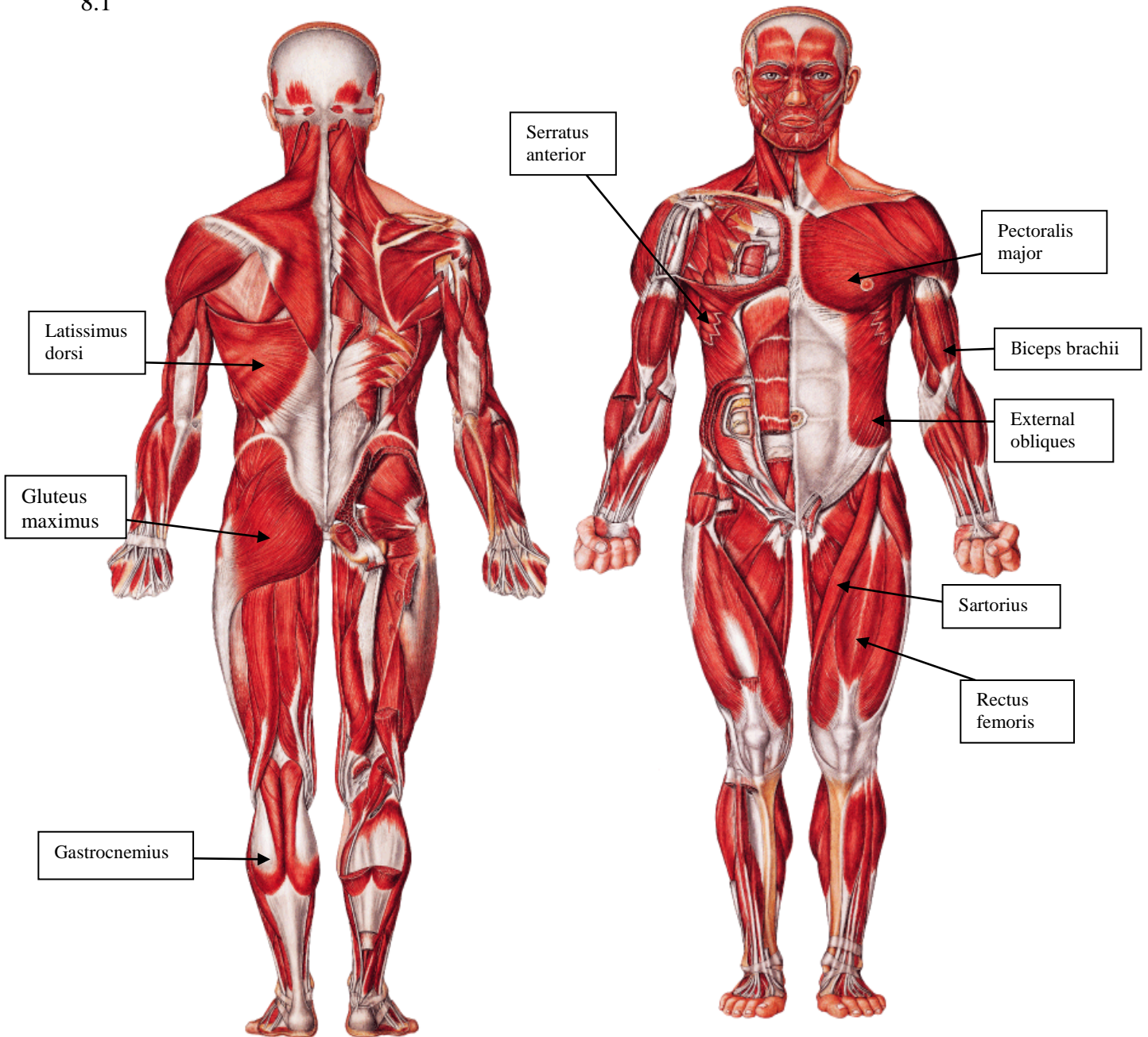
- 7.1 Identify the dance work and the choreographer. (1)
 - 7.2 Supply information about the composer, i.e. his/her name and nationality. (2)
 - 7.3 Describe the style and instrumentation of the music. (3)
 - 7.4 Explain how the music contributes to the dance. (4)
- [10]**

30 marks

SECTION C ANATOMY AND HEALTHCARE

QUESTION 8

8.1



(9)

8.2 Muscle actions

Name	Action
Pectoralis major	Adduction, flexion and medial/internal rotation of the humerus
Biceps brachii	Flexion and supination of the elbow joint and flexion of humerus at shoulder
Latissimus dorsi	Extension, adduction and medial/internal rotation of humerus
Gluteus maximus	Extension, lateral/external rotation and abduction of the hip
Sartorius	Flexion, lateral/external rotation and abduction of the hip

(3 marks each = 15)

[24]

QUESTION 9

Strength	Ability to work with/against a load. Passive and active.	(3)
Flexibility	Range of movement around a joint, freedom of movement. Give one example.	(3)
Endurance	Ability to continue physical activity over an extended period of time. Involves cardio respiratory endurance (CRE) and muscular endurance (ME).	(3)

[9]

QUESTION 10

Injuries

- 10.1 Any of the following:
- Lack of understanding of how your body works, physically.
 - Working too long hours, too difficult work, overdoing it.
 - Being taught badly.
 - Poor technique.
 - Poor supervision.
 - Dangers in the environment, e.g. hard floors, wet floors.
 - Genetic problems.
 - Not warming up.
 - Poor nutrition.
- (4)

- 10.2 Choose TWO of the factors you have listed above and explain them in more detail. You are required to give a minimum of FOUR points to describe each factor.

For example:

How your body works physically 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 & socket joint and the knee is a hinge joint. One must understand this and work within the range so as to avoid injury.

OR – Ligaments & 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.)

Dancers in the environment: Working on **hard floors** can cause injuries like shin splints or Achilles tendonitis. **Wet floors** can cause slipping which can easily result in an injury like torn ligaments in the ankle.

(8)
[12]

QUESTION 11

Anatomical positions

11.1	RIGHT HIP – flexion KNEE – extension ANKLE – dorsi flexion	(3)
11.2	Iliopsoas, sartorius, rectus femoris, TFL, adductors	(2)
11.3	Tibialis anterior or Extensor halusis longus	(1)
11.4	Left knee – flexion	(1)
11.5	Hamstrings	(1)
11.6	Flexion	(1)
		[9]

QUESTION 12

Eating disorder

Variety of answers; see study guide.

Levels	Criteria
7 (6 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.
5 (5 marks)	The candidate's response is good, showing some insight and accuracy. He/she includes good information on the symptoms, causes and treatment of the disorder, which is well-described and explained.
4 (4 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.
3 (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 these 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.

[6]

60 marks

Total: 150 marks