



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**DANCE STUDIES  
NOVEMBER 2021  
MARKING GUIDELINES**

**MARKS: 150**

These marking guidelines consist of 17 pages.

**NOTE TO MARKERS:**

- Adhere strictly to this marking guideline when marking.
- The standardisation process during marking guideline discussions ensures the guideline covers many possible responses candidates could provide.
- All markers must then apply this consistently. The marking guideline may not be altered in any way.
- In some qualitative questions, exercise professional and informed judgement.

**This question paper must be marked by experienced dance teachers/advisors/officials with specialist dance knowledge.**

- 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.
- Candidates may include correct information that is not included in the prescribed text book. Professional judgment must be used. If unsure of any information supplied by the candidate, this must be verified 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.
- Markers should NOT award marks for an answer that is superficial and minimal or where not all requirements have been met at the complexity level required.
- Look for what the candidate knows, not what he/she doesn't know.
- ONE tick = ONE mark depending on the requirements of the question up to the maximum marks.
- ½ marks may be awarded in LOW and MEDIUM level questions where indicated.
- **No** ½ marks may be awarded for HIGH level questions.

**SECTION A: SAFE DANCE PRACTICE AND HEALTH CARE**


**QUESTION 1: INJURIES**

<b>LOW LEVEL</b>	<b>1.1</b>	<b>True or False</b>	<b>5 marks</b>
<b>MEDIUM LEVEL</b>	<b>1.2</b>	<b>Explaining</b>	<b>8 marks</b>
		<b>OR</b>	
	<b>1.3</b>	<b>Explaining</b>	
<b>HIGH LEVEL</b>	<b>1.2</b>	<b>Creating (mind map)</b>	<b>2 marks</b>
		<b>OR</b>	
	<b>1.3</b>	<b>Creating (wall chart)</b>	

**NOTE:** If in 1.1 a statement is false and the candidate does not provide a reason for FALSE statement, no marks must be awarded.

**1.1 INDICATING TRUE OR FALSE**

**Expected responses:**

- 1.1.1 False
- prevention of injuries
  - preparing the body (muscles, joints, heart rate)
  - preparing the mind (focus)
  - Any other suitable answer for warming up (1)
- 1.1.2 True  (1)
- 1.1.3 True (ballistic stretching is used in some forms of exercise)
- False
- causes too much stress on muscles, tendons, ligaments and joints (1)
  - Unsafe and can lead to injury
  - Any other suitable answers for bouncing
- 1.1.4 False
- a lengthened spine and activated core muscles (1)
  - balance
  - alignment
  - Any other suitable answers for good posture
- 1.1.5 True (1)

## 1.2 CREATING A MINDMAP: preventing injuries

**NOTE: For creation of the mind map:**

- Award 2 marks for the overall creative layout and presentation of the mind map

**For information on the prevention of injuries:**

- Award a max of 8 marks if all four bullets are included and explained
- Award a max of 6 marks if only three bullets are included and explained
- Award a max of 4 marks if only two bullets are included and explained
- Award a max of 2 marks if only one bullet is included and explained
- If one word answers are provided ½ marks to a max of 3 marks may be awarded
- Within each bullet candidates could focus on one aspect, e.g. environment: floors
- Candidates may answer more on one bullet than the other. All the bullets must be included to achieve full marks.

**Expected responses:****Environment:**

- Floors
- Ventilation
- Temperature
- Size of space
- Clothing and/or uniform
- Cleanliness and clutter
- Footwear and socks
- Any other suitable answer relating to environment in the prevention of injuries

**Role of the teacher:**

- Supervision
- Help learners to solve problems
- Feedback and corrections
- Working within each student's structural limitations
- Student application of corrections
- Overtraining
- Knowledge and understanding of the dance form taught
- Management of the learning environment
- Any other suitable answer relating to teaching in the prevention of injuries

**Lifestyle Choices:**

- Supplements
- Managing stress and tension
- Drug and/or substance use
- Sleep
- Nutrition and hydration
- Any other suitable answer relating to lifestyle choices in the prevention of injuries

**Nutrition and hydration:**

- Hydration
- Diets- food groups

Any other suitable answer relating to nutrition and hydration in the prevention of injuries

(10)

OR

**1.3 CREATING A WALL CHART: treating injuries**

**NOTE: For creation of the wall chart:**

- Award 2 marks for the overall creative layout and presentation of the wall chart

**For information included on the wall chart:**

- Award a max of 8 marks if both bullets are included and explained
- Award a max of 4 marks if one bullet is included and explained
- If one word answers are provided ½ marks to a max of 3 marks may be awarded
- Within each bullet candidates could focus on one aspect, e.g. treatment: RICE
- Candidates may answer more on one bullet than the other. Both bullets must be included to achieve full marks.

**Expected responses:**

**Different types of treatment:**

- RICE
- Physiotherapy
- Rehabilitation exercises
- Alternate/complementary forms of training
- Medication
- Surgery
- Any other suitable answers providing information on the treatment of an injury

**Effects:**

- Loss of confidence
- Pressure to recover quickly
- Depression
- Fear of re-injuring oneself/falling behind
- Lack of motivation
- Loss of components of fitness (each one could be described in detail)
- Persistent swelling
- Weight gain

Any other suitable answers providing information on the effects of an injury

(10)  
**[15]**



**QUESTION 2: COMPONENTS OF FITNESS**

<b>LOW LEVEL</b>	<b>2.1</b>	<b>Choosing</b>	<b>6 marks</b>
<b>MEDIUM LEVEL</b>	<b>2.2</b>	<b>Explaining</b>	<b>4 marks</b>
	<b>2.3</b>	<b>Explaining</b>	<b>4 marks</b>
<b>HIGH LEVEL</b>	<b>2.4.1</b>	<b>Identifying</b>	<b>3 marks</b>
	<b>2.4.2</b>	<b>Analysing</b>	<b>3 marks</b>

**2.1 CHOOSING WORDS****Expected responses:**

- 2.1.1 Aerobic/ Cardiovascular endurance/ dynamic stretching (1)
- 2.1.2 Neuromuscular skills (1)
- 2.1.3 Cardiovascular endurance (1)
- 2.1.4 Strength (1)
- 2.1.5 Static stretching (1)
- 2.1.6 Dynamic stretching (1)

**2.2 EXPLAINING LACK OF MUSCULAR STRENGTH****Expected responses:**

- Fatigue/heaviness of muscles and body/ cannot work for long periods of time
- Unable to perform lifts/partner work
- Unable to lift limbs/control movements/increased risk of injury
- Inability to control balance
- Poor posture, stance and alignment
- Decreased ability to jump and land safely
- Movements will not look effortless
- Any other relevant areas describing lack of muscular strength (4)

**2.3 EXPLAINING CARDIO AND MUSCULAR ENDURANCE****Expected responses:**

- Rehearse/perform for longer and at a higher level without getting tired
- Muscles supplied with oxygen-rich blood
- Reduces fatigue
- Improved concentration/focus/reduces the risk of injury
- Strong immune system
- Movements will look effortless
- Any other areas explaining benefits of cardiovascular and/or muscular endurance (4)

## 2.4 STUDYING AN IMAGE

### 2.4.1 IDENTIFYING NEUROMUSCULAR SKILLS

**Expected responses:**

- Balance
- Agility
- Kinaesthetic awareness
- Spatial awareness
- Reactivity
- Fluency
- Fluidity
- Transitions
- Dynamic variation
- Coordination
- Performance Quality
- Musicality
- Artistry
- Any other neuromuscular skill related to the image (3)

### 2.4.2 ANALYSING NEUROMUSCULAR SKILLS

**Expected responses:**

- Each skill identified in 2.4 must be explained in relation to the image
- Definitions are not asked for
- Neuromuscular skills that cannot be related to the image receive zero marks (3)  
**[20]**



**QUESTION 3: GENERAL HEALTH CARE**

<b>LOW LEVEL</b>	<b>3.1</b>	<b>Matching</b>	<b>4 marks</b>
<b>MEDIUM LEVEL</b>	<b>3.2</b>	<b>Explaining</b>	<b>6 marks</b>


**3.1 MATCHING COLUMNS****Expected responses:**

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

**3.2 EXPLAINING HOW TO MANAGE STRESS AND ANXIETY**

- NOTE:**
- If candidates explain but do not include the 'HOW' only award ½ a mark
  - ½ marks to a maximum of 1½ marks may be awarded

**Expected responses:**

- 3.2.1 **Breathing exercises:**  (3)
- Focus
  - Release tension and relax muscles
  - Bring heartrate down and prevent heart palpitations
  - Prevents anxiety attacks
  - Brings the breathing back to normal and calms the mind after class/performance
  - Calms the nervous sytem
  - Explaining how to do breathing exercises in relation to managing stress and anxiety
  - Any other relevant answers on managing stress and anxiety through breathing
- 3.2.2 **Talking to a peer:** (3)
- Releases anxiety
  - Provides support and encouragement
  - Understanding/sympathetic ear
  - Sense of belonging
  - Escapism
  - Sharing relatable experiences
  - Any other relevant answers on managing stress and anxiety through talking to a peer

**[10]**

**QUESTION 4: DANCE PERFORMANCE**

<b>LOW LEVEL</b>	<b>4.2</b>	<b>Identifying</b>	<b>3 marks</b>
<b>MEDIUM LEVEL</b>	<b>4.1</b>	<b>Explaining</b>	<b>6 marks</b>
<b>HIGH LEVEL</b>	<b>4.3</b>	<b>Explaining</b>	<b>3 marks</b>
	<b>4.4</b>	<b>Arguing</b>	<b>3 marks</b>

**NOTE:**

- Candidates must provide TWO facts for each bullet
- Answers have the potential to overlap, do not mark the same answer twice
- Read the whole answer before awarding marks

**4.1 EXPLAINING SKILLS****Expected responses:****Problem solving could include:**

- Improvisation
- PAT
- Research tasks
- Working with others
- Any other areas related to problem solving

**Communication could include:**

- Developing movement vocabulary to express emotions/symbolism
- Dance as an unspoken language
- Developing PAT
- Group work
- Communicating with educator/audience/examiner
- Improvisation
- Contact work/partnering
- Oral presentations/research task
- Any other areas relating to communication

**Creativity could include:**

- Improvisation
- Developing ideas/intent for PAT
- Finding new ways of presenting work, e.g. film/online/solo, etc.
- Creating new/fused movements/styles
- Abstraction of ideas
- Posters/one-page programme note
- Any other areas relating to creativity

(6)

**4.2 IDENTIFYING PERFORMANCE SKILLS**

**NOTE:**

- Candidates must find any THREE performance skills
- If more answers are provided, mark only the first three
- Candidates could select 1 skill and unpack it. E.g. Stage Conventions: stage terms, entrances, directions

**Expected responses:**

- Musicality
- Rhythm
- Co ordination
- Spatial awareness
- Kinaesthetic awareness
- Agility
- Fluidity
- Fluency
- Dynamic variation
- Projection
- Focus
- Timing
- Phrasing
- Accuracy
- Control
- Trusting your partner
- Interpretation & expression
- Stage conventions
- Any other performance skills

(3)

**4.3 EXPLAINING IMPROVED PERFORMANCE**

**NOTE:** The question asks for candidates to explain how they could improve their dance performance.

**Expected responses:**

Candidates must analyse the THREE skills identified in 4.2 in order to explain how they could improve their own dance performance.

(3)

**4.4 ARGUING COMMITMENT**

Giving reasons in support or persuading why commitment is an important factor

**NOTE:** Candidates may argue for or against the statement

**Expected responses:**

- Attendance
- Commitment to movement/peers
- Dance in general
- Goals
- Future career
- Any other answer relating to why commitment is an important factor in dance

(3)

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

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

<b>LOW LEVEL</b>	<b>5.1</b>	<b>Multiple choice</b>	<b>6 marks</b>
<b>MEDIUM LEVEL</b>	<b>5.2</b>	<b>Explaining</b>	<b>10 marks</b>
<b>HIGH LEVEL</b>	<b>5.3</b>	<b>Analysing</b>	<b>6 marks</b>
	<b>5.4</b>	<b>Explaining</b>	<b>3 marks</b>

**5.1 MULTIPLE CHOICE****Expected responses:**

- 5.1.1     A (1)
- 5.1.2     D (1)
- 5.1.3     B (1)
- 5.1.4     C (1)
- 5.1.5     D (1)
- 5.1.6     A (1)

**5.2 EXPLAINING PRODUCTION ELEMENTS**

- NOTE:**
- Candidates must explain how production elements communicate the theme/story/meaning of a dance work
  - Award ½ marks to a maximum of 5 marks
  - If candidates provide a good explanation and example, award 2 marks

**Expected responses:**

- Costumes (e.g. women in suits to challenge traditional gender roles)
- Make up & hair
- Props
- Set design
- Lighting design, special effects/projections
- Backdrop
- Film
- Site specific spaces
- Non-conventional spaces e.g. parks, trees, water, etc.
- Traditional performance spaces (Proscenium arch stage, arena stage)
- Music/sound/accompaniment
- Multi-disciplinary art works
- Use of symbolic colours
- Any other relevant use of production elements to communicate the theme/story/meaning of a dance work (10)

### 5.3 ANALYSING AN IMAGE: dance elements

- NOTE:**
- Candidates may provide more information on one dance element than another
  - If only one dance element is analysed, do not award full marks

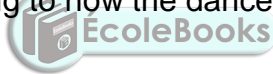
**Expected responses:**

**SPACE:**

- Levels
- Direction
- Shape
- Size
- Perspective/depth
- Symmetry and asymmetry
- Points of focus/eye focus
- Any other suitable answer relating to how the dance element space has been used in the image.

**FORCE:**

- Working against/towards gravity
- Forceful vs forceless, etc.
- Outward projection vs inward projection
- Any other suitable answer relating to how the dance element force has been used in the image.



(6)

### 5.4 ANALYSING AN IMAGE: improvisation stimulus

- NOTE:**
- The explanation must relate to the image
  - Candidates may interpret the stimulus as if it were given as a solo/group or class improvisation

**Expected responses:**

- Using props
- Using positions in the image as stills/transitions
- Beginning and ending positions
- Oppositional movements/contrast
- Use of space/levels/directions
- Emotional interpretation
- Any other suitable answer relating to how the image could be interpreted as an improvisation stimulus.

(3)  
**[25]**

**QUESTION 6: DANCE LITERACY**

<b>MEDIUM LEVEL</b>	<b>6.1</b>	<b>Justifying</b>	<b>5 marks</b>
	<b>6.2.</b>	<b>Explaining</b>	<b>15 marks</b>
		<b>OR</b>	
<b>HIGH LEVEL</b>	<b>6.3</b>	<b>Explaining</b>	<b>15 marks</b>
	<b>6.4</b>	<b>Opinion</b>	<b>5 marks</b>

**6.1 SELECTING WORDS AND JUSTIFYING**

- NOTE:**
- Candidates must select any FIVE words
  - If more answers are provided, mark only the first five

**Expected responses:**

Any 5 words selected must explain or give a reason why they are a function of dance in society.

(5)

**6.2 WRITING AN ESSAY AND EXPLAINING: what makes the dance major recognisable/ unique**

- NOTE:**
- Evaluate the whole answer before awarding marks
  - Award ½ marks to a maximum of 5 marks
  - Do not award marks for general principles/ techniques/ styles/ characteristics across dance forms

**Expected responses:**

The following areas could be included

**Characteristics:**

- Costumes/dress/adornments
- Use of stage/settings
- Use of music/accompaniment
- Intent – reason/story/meaning
- Gender roles
- Participants
- Any other relevant information explaining what makes the dance major unique/recognisable and different to other dance forms

**Styles and techniques:**

- Regional/cultural (e.g. Cecchetti or Imperial/Venda or Zulu)
- Particular to an individual (e.g. Graham/Ailey style)
- Any other relevant information explaining what makes the dance major unique/recognisable and different to other dance forms

**Principles:**

- Stance and posture
- Use of torso
- Use of head

- Use of legs and feet
- Use of balance
- Use of alignment
- Use of co-ordination of body parts
- Use of gesture/mime/imitation
- Use of gravity
- Use of dance elements
- Any other relevant information explaining what makes the dance major unique/recognisable and different to other dance forms

(15)

OR

### 6.3 WRITING AN ESSAY AND EXPLAINING: dance major history/ development

**Expected responses:**

The following areas could be included

- Origin
- Eras (e.g. Renaissance, Romantic era, etc.)
- Centuries
- Pioneers
- Influences
- Choreographers
- Socio-political contexts
- Genre/dance style/s/technique
- Movement vocabulary
- Any other relevant information on the history of the dance major



(15)

### 6.4 PROVIDING AN OPINION: How Covid-19 has changed dance

**Expected responses:**

- Any relevant information on how Covid 19 has changed dance in the candidate's experience
- Online classes
- Lack of access to online technology
- Limited face to face dance classes
- Online performances/festivals/competitions/workshops, etc.
- Online collaboration/interdisciplinary collaboration
- Solo works due to isolation
- Use of alternate spaces/site-specific spaces
- Increased use of technology
- Development and acquisition of additional skills

(5)  
[25]

**QUESTION 7: DANCE WORK****Cognitive level marks according to rubric:**

<b>LOW LEVEL</b>	<b>Not achieved/elementary</b>	<b>5 marks</b>
<b>MEDIUM LEVEL</b>	<b>Moderate/adequate/substantial</b>	<b>10 marks</b>
<b>HIGH LEVEL</b>	<b>Meritorious/outstanding</b>	<b>10 marks</b>

- NOTE:**
- No mark for naming the dance work
  - Evaluate the whole answer in context to what the candidate knows and award marks accordingly
  - Use the rubric provided to determine which level the answer falls into based on the intellectual quality of the answer
  - Candidates could write more on one bullet than another
  - ALL bullets must be included for full marks to be awarded

**MARKING RUBRIC**

<p><b>HIGH LEVEL</b></p> <p><b>16 - 25</b></p>	<ul style="list-style-type: none"> <li>• The essay has been well structured and follows a logical progression</li> <li>• Excellent use of language and dance terminology where appropriate</li> <li>• Has a deep understanding of why the dance work was choreographed</li> <li>• Can explain how the choreographer transposed the intent into movements and/or use of dance styles as well as production elements to communicate the theme/story/synopsis</li> <li>• Critically evaluates how the music/accompaniment contributed to the overall atmosphere/mood/intent of the dance work</li> <li>• Has a deep understanding of how symbolism is used to create meaning and bring across the story/idea/intent of the dance work</li> <li>• Provides substantiated opinions on the relevance of the work now or to current socio-political situations</li> </ul>
<p><b>MEDIUM LEVEL</b></p> <p><b>6 - 15</b></p>	<ul style="list-style-type: none"> <li>• Adequate structure and logical progression is evident in the essay</li> <li>• Adequate use of language skills and dance terminology</li> <li>• Can adequately describe the intent/inspiration/reason/story/synopsis/theme for the dance work</li> <li>• Can adequately describe movements and/or use of dance styles as well as production elements to communicate the theme/story/synopsis</li> <li>• Adequate knowledge of the music/accompaniment</li> <li>• May/may not provide an opinion the dance work's relevance</li> </ul>
<p><b>LOW LEVEL</b></p> <p><b>0 - 5</b></p>	<ul style="list-style-type: none"> <li>• Poorly written essay</li> <li>• May/may not be able to name or describe the intent/inspiration/reason/story/synopsis/theme for the dance work</li> <li>• May/may not be able to describe movements and/or dance styles as well as production elements used</li> <li>• May/may not be able to describe the music/accompaniment</li> <li>• Minimal or no knowledge of the dance work</li> </ul>



**QUESTION 8: CHOREOGRAPHER**

**Cognitive level marks according to rubric:**

<b>LOW LEVEL</b>	<b>Not achieved/elementary</b>	<b>5 marks</b>
<b>MEDIUM LEVEL</b>	<b>Moderate/adequate/substantial</b>	<b>5 marks</b>
<b>HIGH LEVEL</b>	<b>Meritorious/outstanding</b>	<b>5 marks</b>

- NOTE:**
- No mark for naming the choreographer
  - Answer may be presented in any format e.g. mind maps, bullets, flow diagrams, etc.
  - Evaluate the whole answer in context to what the candidate knows and award marks accordingly
  - Use the rubric provided to determine which level the answer falls into based on the intellectual quality of the answer
  - Candidates could write more on one bullet than another
  - ALL bullets must be included for full marks to be awarded

**MARKING RUBRIC**

<p><b>HIGH LEVEL</b></p> <p><b>11 - 15</b></p>	<ul style="list-style-type: none"> <li>• Answer presented as study notes in a systematic manner</li> <li>• Excellent knowledge of the choreographer’s:                             <ul style="list-style-type: none"> <li>○ Background/place of birth/socio political influences</li> <li>○ Dance training, professional career as a dancer/choreographer, influences</li> <li>○ Achievements and/or recognition</li> <li>○ Contribution and relevance to dance and society</li> </ul> </li> <li>• All bullets in the question are included</li> </ul>
<p><b>MEDIUM LEVEL</b></p> <p><b>6 - 10</b></p>	<ul style="list-style-type: none"> <li>• Adequate evidence presented as study notes in a systematic manner</li> <li>• Adequate knowledge of the choreographer’s:                             <ul style="list-style-type: none"> <li>○ Background/place of birth</li> <li>○ Dance training, professional career as a dancer/choreographer</li> <li>○ Achievements and/or recognition</li> <li>○ Contribution to dance and society</li> </ul> </li> <li>• Most bullets in the question are included</li> </ul>
<p><b>LOW LEVEL</b></p> <p><b>0 - 5</b></p>	<ul style="list-style-type: none"> <li>• Minimal/ no evidence of presenting study notes</li> <li>• Minimal/incorrect/no knowledge of the choreographer’s:                             <ul style="list-style-type: none"> <li>○ Background/place of birth</li> <li>○ Dance training, professional career</li> <li>○ Achievements and/or recognition</li> <li>○ Contribution to dance</li> </ul> </li> <li>• Most bullets in the question are not included</li> </ul>

**TOTAL SECTION B: 90**  
**GRAND TOTAL: 150**