



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

DANCE STUDIES

NOVEMBER 2025

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 29 pages.

NOTE TO MARKERS:

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

- The standardisation process during marking guideline discussions ensures the guideline covers many possible responses candidates could provide.
- The marking guideline may not be altered in any way.
- Adhere strictly to these marking guidelines when marking and apply it consistently.
- Read the entire answer before awarding marks and evaluate what the candidate knows, not what the candidate does not know.
- In some qualitative questions, exercise professional and informed judgement.
- 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 answer 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.
- Information on how to award marks when using a rubric can be found under the **NOTE** section of that specific question.
- Candidates may include correct information that is not included in the prescribed text book. If unsure of any information supplied by the candidate, verify 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.
- The steps candidates have to go through in order to answer the questions are included under the heading – **THINKING PROCESS**.
- The marking guideline provides '**an example of an answer**' in a box under the expected responses.
NOTE: This is to guide where to award a mark. In some questions a full mark example of an answer is provided where needed. Other questions provide one or two examples only.
- Do NOT award marks for an answer that is superficial/minimal or where all requirements have not been met at the complexity level required.
- ONE tick ✓ = ONE mark depending on the requirements of the question up to the maximum marks.
- **No** ½ marks may be awarded.

MARKING FORMAT:**Questions which require one tick per mark:**

- ONE tick ✓ = ONE mark depending on the requirements of the questions up to the maximum marks.
- Ticks must be placed where the content has been awarded a mark.

Example:

Question: What is dance?

Answer: Dance is movement of the body✓ which expresses emotions✓ and could also communicate a story. ✓

(3)

- When answers exceed the maximum marks required, write **MAX MARKS** at the point where this has been achieved.
- Bracket the rest of the answer in the left-hand margin to indicate it has been read.
- Check the following page in the answer book to ensure you have not missed part of the answer.

Marking qualitative questions:

- Read the entire answer before awarding marks.
- All areas must be included for full marks to be awarded.
- **NOTE:** There are specific marking instructions in questions requiring a marking rubric.

Calculating the total marks:

- Indicate the total mark achieved per question at the end of the answer in the right-hand margin with a diagonal line above the total.
- This total must be repeated at the start of the question in the left-hand margin and circled. Place your marking initial next to this total.

Example:

8
CFV

QUESTION NUMBER ...
Start of the answer

End of the answer /8

SECTION A: SAFE DANCE PRACTICE AND HEALTH CARE**QUESTION 1: INJURIES**

LOW LEVEL	1.1	Choosing	5 marks
MEDIUM LEVEL	1.2.1	Explaining and substantiating	2 marks
	1.2.2	Explaining and substantiating	2 marks
HIGH LEVEL	1.3	Giving and substantiating	6 marks

	CONTENT TO BE ASSESSED	THINKING PROCESS Steps candidates must go through in order to answer
1.1	Environment, treatment, types of injuries	1. Recall 2. Match correct term to statement
1.2	Incorrect dance techniques: spotting and landings	1. Recall 2. Understand how incorrect dance technique causes injury 3. Substantiate explanation
1.3	Posture	1. Read for understanding 2. Recall 3. Apply understanding of posture to the headline 4. Formulate a substantiated opinion

1.1 CHOOSING THE TERM**Expected responses:**

- | | | |
|-------|-----------------|-----|
| 1.1.1 | concrete floors | (1) |
| 1.1.2 | compression | (1) |
| 1.1.3 | ligaments | (1) |
| 1.1.4 | stress fracture | (1) |
| 1.1.5 | physiotherapy | (1) |

1.2 1.2.1 EXPLAINING HOW SPOTTING INCORRECTLY INCREASES THE RISK OF INJURY**NOTE:**

- Do not award marks for substantiating, giving examples, identifying/naming injuries only, candidates must explain how the incorrect technique could increase the risk of injury.
- Candidates may elaborate on one aspect in detail or may explain various aspects.

Expected responses:**Possible areas that could be addressed:**

- Balance
- Control
- Direction

Any other relevant answers relating to how spotting/ using eye focus incorrectly could increase the risk of injury (2)

Example of an answer:

- If dancers do not spot when turning, they could lose balance and fall.✓

1.2.2 EXPLAINING HOW LANDING INCORRECTLY INCREASES THE RISK OF INJURY

NOTE:

- Do not award marks for substantiating, giving examples, identifying/naming injuries only, candidates must explain how incorrect technique could increase the risk of injury.
- Candidates may elaborate on one aspect in detail or may explain various aspects

Expected responses:**Possible areas that could be addressed:**

- Impact
- Alignment
- Balance

Any other relevant answers relating to how landing incorrectly could increase the risk of injury (2)

Example of an answer:

- If a dancer does not land through the feet, it could put strain on the joints. ✓

1.3 GIVING AN OPINION ON THE HEADLINE

NOTE:

- Read the entire answer before awarding marks
- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook
- Candidates must provide a substantiated opinion on the headline
- Use the rubric provided to evaluate the level of the candidate's answer
 - No ticks to be used
 - Bracket the entire answer in the left-hand margin to indicate the answer has been read

Expected responses:**Possible areas that could be addressed:**

- Posture
- Alignment
- Safety
- Movement quality
- Line and shape
- Fatigue
- Presentation

Any other relevant answers relating to giving an opinion on the headline

(6)

MARKING RUBRIC:

CRITERIA	
OUTSTANDING 5–6	<ul style="list-style-type: none"> • Presents an outstanding opinion • Provides outstanding and in-depth substantiated examples to support opinion
SUBSTANTIAL 4	<ul style="list-style-type: none"> • Provides a substantial opinion • Provides well-substantiated examples to support opinion
ADEQUATE 3	<ul style="list-style-type: none"> • Presents an adequate opinion • Provides adequate examples to support opinion
ELEMENTARY 2	<ul style="list-style-type: none"> • Provides a limited opinion • Provides limited examples to support opinion
NOT ACHIEVED 0–1	<ul style="list-style-type: none"> • May/May not provide an opinion • May/May not provide examples to support opinion

Example of an answer:

I disagree with the headline because good posture is important as it refers to the way you hold your body while moving or when in a stationary position. Good posture works hand in hand with alignment which means you will create movements that look aesthetically pleasing. When you have good posture, it will ensure that you perform movements with control which will ultimately help with balance. Good posture allows you to perform movements using the correct muscles. This will ensure that you do not place unnecessary strain on the joints which could lead to muscle imbalances. Practicing good posture will strengthen your muscles and allow you to perform movements with ease. Having developed strong core muscles by practising good posture will limit back problems or injuries throughout your life.

[15]

QUESTION 2: COMPONENTS OF FITNESS

LOW LEVEL	2.1	Choosing	4 marks
MEDIUM LEVEL	2.2	Explaining	6 marks
	2.3.3	Explaining and substantiating	2 marks
HIGH LEVEL	2.3.1	Identifying and elaborating	6 marks
	2.3.2	Identifying	2 marks

	CONTENT TO BE ASSESSED	THINKING PROCESS Steps candidates must go through in order to answer
2.1	Components of fitness	1. Recall 2. Choose correct term to the definition
2.2.1	Strength	1. Recall 2. Apply understanding of how strength assists in performing movement(s)
2.2.2	Core stability	1. Recall 2. Apply understanding of how core stability assists in performing movement(s)
2.2.3	Endurance	1. Recall 2. Apply understanding of how endurance assists in performing movement(s)
2.3.1	Neuromuscular skills	1. Recall 2. Analyse the image 3. Select relevant neuromuscular skills 4. Elaborate on how the skills are being used
2.3.2	Flexibility	1. Recall 2. Analyse the image 3. Understand how limited flexibility affects the movement(s) shown in the image
2.3.3	Flexibility	1. Recall 2. Analyse the image 3. Select an appropriate way for developing flexibility to perform the movement(s) shown in the image

2.1 CHOOSING COMPONENTS OF FITNESS**Expected responses:**

2.1.1	B	(1)
2.1.2	C	(1)
2.1.3	D	(1)
2.1.4	A	(1)

2.2 EXPLAINING COMPONENTS OF FITNESS

NOTE:

- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook
- Do not award marks for definitions
- Candidates must explain how the components of fitness are used to perform movement(s) and not how the components of fitness could be developed
- Candidates may elaborate on one aspect in detail or explain various aspects

2.2.1 EXPLAINING HOW STRENGTH IS USED TO PERFORM MOVEMENT(S)

Expected responses:

- Maintaining movements/positions
- Partnering
- Balance
- Control
- Weight sharing/distribution

Any other relevant answers relating to how strength is used to perform movement(s)

(2)

Example of an answer:

- Strength is used to perform lifts effortlessly. ✓

2.2.2 EXPLAINING HOW CORE STABILITY IS USED TO PERFORM MOVEMENT(S)

Expected responses:

- Balance
- Control
- Posture and alignment
- Agility

Any other relevant answers relating to how core stability is used to perform movement(s)

(2)

Example of an answer:

- Core stability is used to control body weight while moving across the floor. ✓

2.2.3 EXPLAINING HOW ENDURANCE IS USED TO PERFORM MOVEMENT(S)

Expected responses:

- Oxygen intake
- Energy
- Duration

Any other relevant answers relating to how endurance is used to perform movement(s)

(2)

Example of an answer:

- Endurance is used to complete dance performances without getting tired. ✓

2.3

2.3.1

ANALYSING THE IMAGE: IDENTIFYING AND ELABORATING ON NEUROMUSCULAR SKILLS**NOTE:**

- If more than THREE skills are provided, mark the first THREE only
- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook
- Candidates must elaborate on how the neuromuscular skills identified are being used in the image
- Award ONE mark for identifying the neuromuscular skill and ONE mark for elaborating on how the neuromuscular skill is being used

Expected responses:

- Balance
- Control
- Coordination
- Spatial awareness
- Kinaesthetic awareness
- Musicality

Any other relevant answers relating to how neuromuscular skills are being used

(3 x 2)

(6)

Example of an answer:

- The male dancer is able to balance ✓ on one leg. ✓
- Spatial awareness: ✓ The dancers need to be aware of each other's personal space in order to perform the lift. ✓

2.3.2

ANALYSING THE IMAGE: IDENTIFYING CHALLENGES OF LIMITED FLEXIBILITY**NOTE:**

- Do not award marks for identifying general challenges of limited flexibility, answers must relate to the movement(s) shown in the image
- Candidates could identify many challenges for one area of the body or may identify challenges for different areas of the bod

Expected responses:**Possible areas to be addressed:**

- Technical execution
- Movement quality
- Injury
- Specific areas of the body:
 - Legs
 - Feet/ankles
 - Hips
 - Arms
 - Upper-body/Torso
 - Neck

Any other relevant answers relating to challenges of limited flexibility in relation to the image

(2)

Example of an answer:

- A dancer with tight ankle joints could struggle to point his/her feet. ✓
- A dancer with tight hamstring muscles could pull/tear the muscles when trying to lift his/her leg. ✓
- The dancer with limited flexibility would not be able to achieve good lines in that position. ✓

2.3.3

ANALYSING THE IMAGE: DEVELOPING FLEXIBILITY**NOTE:**

- Do not award marks for general ways to develop flexibility, answers must relate to the movement(s) shown in the image

Expected responses:**Possible areas that could be addressed:**

- Body parts: Hips, legs, feet/ankles, arms, torso, neck
- Stretching techniques: Dynamic stretching, static stretching, passive stretching
- Consistency/progressive overload

Any other relevant answers relating to developing flexibility in relation to the image

(2)

Example of an answer:

- The dancers could have done foot articulation exercises to increase ankle mobility needed for pointing their feet. ✓
- The male dancer could do leg kicks to improve flexibility in the hip joint. ✓

[20]

QUESTION 3: GENERAL HEALTH CARE

MEDIUM LEVEL	3.1	Elaborating	5 marks
HIGH LEVEL	3.2	Discussing	5 marks

	CONTENT TO BE ASSESSED	THINKING PROCESS Steps candidates must go through in order to answer
3.1	Lifestyle choices	<ol style="list-style-type: none"> 1. Analyse the poster 2. Reflect on personal experience 3. Select factors 4. Apply understanding to performance in the dance class
3.2	Values and/or attitudes and managing stress	<ol style="list-style-type: none"> 1. Recall 2. Understand the benefits 3. Apply understanding of the benefits to manage stress

3.1 ANALYSING THE POSTER: ELABORATING ON HOW THE FACTORS AFFECT PERFORMANCE IN THE DANCE CLASS**NOTE:**

- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook
- If more than FIVE factors are provided, mark the first FIVE only
- Candidates must elaborate on how each factor affects performance in the dance class to be awarded a mark

Expected responses:**Possible areas that could be addressed linked to performance:**

- Focus/concentration
- Commitment
- Fatigue
- Technique
- Reliability
- Teamwork
- Attendance
- Injury

Any other relevant answers relating to how the factors in the poster affect performance in the dance class

(5)**Example of an answer:**

If I am tired I will not be able to focus and apply my techniques correctly which will make my performance in the dance class look sloppy. ✓ If I have to look after my siblings I will not be able to attend extra classes which could affect my technical progress. ✓

3.2 DISCUSSING HOW VALUES AND/OR ATTITUDES HELP MANAGE STRESS**NOTE:**

- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook
- Answers must show understanding of how values and/or attitudes help manage stress

Expected responses:**Possible areas that could be addressed linked to stress management:**

- Time management
- Commitment
- Punctuality
- Teamwork
- Discipline
- Responsibility
- Accountability

Any other relevant answers relating to how values and/or attitudes could help manage stress

Example of an answer:

- The values help us balance all our commitments and meet our deadlines. ✓
- Commitment helps you to be consistent so that you do not procrastinate and fall behind. ✓

[10]

QUESTION 4: DANCE PERFORMANCE

LOW LEVEL	4.1	Indicating	5 marks
MEDIUM LEVEL	4.2	Explaining	4 marks
	4.3	Reflecting and discussing	6 marks

	CONTENT TO BE ASSESSED	THINKING PROCESS Steps candidates must go through in order to answer
4.1	Performance skills: fluidity, projection, dynamic variation, coordination, accuracy	1. Recall
4.2	Music terms influencing movement(s)	1. Recall 2. Apply understanding of music terms to movement(s)
4.3	Body as an instrument of expression	1. Reflect 2. Recall 3. Apply understanding of how meaning was communicated

4.1 INDICATING TRUE OR FALSE**Expected responses:**

- 4.1.1 True (1)
- 4.1.2 True (1)
- 4.1.3 False (1)
- 4.1.4 False (1)
- 4.1.5 True (1)

4.2 EXPLAINING HOW MUSIC TERMS INFLUENCE MOVEMENT(S)**NOTE:**

Candidates must explain how the music term influences movement and may not provide a definition for the music term only

4.2.1 Expected response:

- Tempo can influence variation in speed and quality of movement. Any other relevant answers relating to how tempo could influence movement(s)

(1)

4.2.2 Expected response:

- The rhythm of a piece of music could influence the dynamics/accents of the movement. Any other relevant answers relating to how rhythm could influence movement(s)

(1)

4.2.3 Expected response:

- Phrasing in the music could influence the structure of the movement phrase or dance.

Any other relevant answers relating to how phrasing could influence movement(s)

(1)

4.2.4 Expected response:

- Timbre of voices/instruments can influence the tone/mood of the movements.

Any other relevant answers relating to how timbre could influence movement(s)

(1)

4.3 REFLECTING AND DISCUSSING HOW THE BODY COMMUNICATES MEANING**NOTE:**

- Read the entire answer before awarding marks
- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook
- Candidates must provide a substantiated opinion on the headline
- Use the rubric provided to evaluate the level of the candidate's answer
 - No ticks to be used
 - Bracket the entire answer in the left-hand margin to indicate the answer has been read

Expected responses:**Possible areas that could be addressed:**

- Movement vocabulary
- Gestures
- Themes/ideas
- Performance quality
- Interpretation
- Musicality

Any other relevant answers relating to how the body communicates meaning

(6)

MARKING RUBRIC:

CRITERIA	
OUTSTANDING 5–6	<ul style="list-style-type: none"> • Outstanding ability to reflect on how the body communicates meaning
SUBSTANTIAL 4	<ul style="list-style-type: none"> • Good ability to reflect on how the body communicates meaning
ADEQUATE 3	<ul style="list-style-type: none"> • Adequate ability to reflect on how the body communicates meaning
ELEMENTARY 2	<ul style="list-style-type: none"> • Limited ability to reflect on how the body communicates meaning
NOT ACHIEVED 0–1	<ul style="list-style-type: none"> • Minimal/No ability to reflect on how the body communicates meaning

Example of an answer:

My solo was about my Grade 12 journey. In the beginning of the solo I started on the floor in a contraction to communicate the feeling of being overwhelmed. I uncurled as the pace of the music slowly increased to communicate the small wins I achieved every term. Once I was on my feet I used big and small movements to convey the idea of the highs and lows of my Grade 12 journey. I used pulling and pushing movements to show my determination to pass Grade 12. The fast tempo in the music influenced quick movements which represented the fast pace of the matric year. My solo ended with me doing high leaps offstage to symbolise that I have successfully completed my Grade 12 year.

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

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

LOW LEVEL	5.1	Choosing	5 marks
MEDIUM LEVEL	5.2	Describing	4 marks
	5.3	Analysing	3 marks
HIGH LEVEL	5.4	Explaining and substantiating	5 marks
		OR	
	5.5	Evaluating and substantiating	5 marks
	5.6	Conceptualising	8 marks

	CONTENT TO BE ASSESSED	THINKING PROCESS Steps candidates must go through in order to answer
5.1	Choreographic structures	1. Recall 2. Choose correct term
5.2	Choreographic journal	1. Recall 2. Apply understanding of how a journal could assist a choreographic process
5.3	Dance elements: <i>force</i>	1. Recall 2. Apply understanding of the concept of <i>force</i> linked to meaning
5.4	Choreography: technology	1. Recall 2. Understand the effect of technology 3. Apply understanding to a choreography 4. Substantiate explanation
OR		
5.5	Aural settings: live music and/or accompaniment	1. Recall 2. Understand the influence of live music and/or accompaniment 3. Apply understanding to a dance performance 4. Substantiate evaluation
5.6	Visual literacy, non-conventional spaces and choreography	1. Analyse the image 2. Extract meaning/intent/idea 3. Link meaning/intent/idea to the non-conventional space 4. Conceptualise a choreography

5.1 CHOOSING CHOREOGRAPHIC STRUCTURES**Expected responses:**

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

5.2 DESCRIBING WAYS A JOURNAL COULD ASSIST A CHOREOGRAPHIC PROCESS**NOTE:**

- If more than FOUR ways are described, mark the first FOUR only

Expected responses:**Possible areas that could be addressed:**

- Research
- Personal reflections
- Conceptualisation
- Time management
- Problem solving
- Preparedness

Any other relevant answers relating to how a journal could assist the choreographic process

(4)

Example of an answer:

- It can help me to stay on track so that I use time wisely. ✓
- A journal helps me to reflect on the challenges I faced. ✓

5.3 ANALYSING HOW *FORCE* COULD CONVEY MEANING**Expected responses:****Possible areas that could be addressed:**

- Energy
- Dynamics
- Weight
- Contrast
- Movement quality

Any other relevant answers relating to how *force* could convey meaning in a choreography

(3)

Example of an answer:

- Dancers could use soft, flowy movements to symbolise a sense of peace. ✓
- Using contrasting movements could represent the highs and lows people experience in their lives. ✓

5.4 EXPLAINING THE EFFECT OF TECHNOLOGY ON CHOREOGRAPHY**NOTE:**

- Candidates could write more on one aspect than another

Expected responses:**Possible areas that could be addressed:**

- Production elements
- Atmosphere
- Innovation/creativity/inspiration/originality
- Multidisciplinary/interdisciplinary
- Marketing
- Accessibility
- Archiving/documenting
- Time: efficiency/time consuming

Any other relevant answers relating to the effects of technology on choreography

(5)

Example of an answer:

- Technology can be unpredictable, e.g. it could malfunction which would affect the dance performance. ✓
- Using special effects and projections could enhance the theme of the dance work. ✓

OR

5.5 EVALUATING HOW LIVE MUSIC AND/OR ACCOMPANIMENT INFLUENCES A DANCE PERFORMANCE**Expected responses:****Possible areas that could be addressed:**

- Unpredictability
- Atmosphere
- Dynamics
- Collaboration
- Adaptability

Any other relevant answers relating to how live music and/or accompaniment influences a dance performance

(5)

Example of an answer:

- Live music could influence the mood of a dance performance by creating an atmosphere. ✓
- Live music could enhance the varied dynamics in the movement vocabulary. ✓
- Live music could contribute to the authenticity of a dance form/genre. ✓

5.6 ANALYSING THE IMAGE: CONCEPTUALISING A CHOREOGRAPHY USING THE NON-CONVENTIONAL SPACE**NOTE:**

- Read the entire answer before awarding marks
- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook
- Candidates may answer in a variety of formats
- Candidates may conceptualise a choreography in the space in the image, or use the image as inspiration for choreography in any space
- Use the rubric provided to evaluate the level of the candidate's answer
 - No ticks to be used
 - Bracket the entire answer in the left-hand margin to indicate the answer has been read

Expected responses:**Possible areas that could be addressed:**

- Themes/ideas
- Movement vocabulary
- Dance elements
- Choreographic structures
- Performers
- Production elements
- Elements in the physical space
- Symbolism

Any other relevant answers relating to conceptualising a choreography using the non-conventional space

(8)

MARKING RUBRIC:

CRITERIA	
OUTSTANDING 7–8	<ul style="list-style-type: none"> • Outstanding and in-depth analysis of the non-conventional space • Outstanding and innovative conceptualisation of a choreography
MERITORIOUS 6	<ul style="list-style-type: none"> • Excellent analysis of the non-conventional space • Excellent conceptualisation of a choreography
SUBSTANTIAL 5	<ul style="list-style-type: none"> • Good analysis of the non-conventional space • Good ability to conceptualise a choreography
ADEQUATE 4	<ul style="list-style-type: none"> • Adequate analysis of the non-conventional space • Adequate ability to conceptualise a choreography
ELEMENTARY 3	<ul style="list-style-type: none"> • Limited analysis of the non-conventional space • Limited ability to conceptualise a choreography
NOT ACHIEVED 0–2	<ul style="list-style-type: none"> • Minimal/No analysis of the non-conventional space • Minimal/No ability to conceptualise a choreography

Example of an answer:

I would create a choreography about childhood playtime. The dancers will wear school uniforms with school bags on their backs as they perform the choreography. I would use 6 dancers that are hiding behind each of the pillars as the dance starts. They will peak out playfully, pointing their fingers to their mouths as though they were telling each other to be quiet. This would symbolise the idea of getting up to mischief. They come out one by one doing everyday childlike things, such as running up and down the stairs and rolling down the grass as if they are playing a game.

In the middle of the choreography, some of the dancers remove their school shoes and bags and put them on the stairs showcasing their freedom while playing. However, they quickly realise that they are not completely free and run to fix their appearances. They pull up their socks, tie their shoe laces, fix their hair, put their bags back on their backs and line up on the concrete floor. They then turn to face the right side in unison and march off like soldiers, ready for their day at school, symbolising the rigid ways of the schooling system.

[25]

QUESTION 6: DANCE LITERACY

LOW LEVEL	6.1	Stating	5 marks
	6.2	Explaining	5 marks
MEDIUM LEVEL	6.3.1	Compiling	5 marks
	6.3.2	Compiling	5 marks
HIGH LEVEL	6.4	Giving	5 marks

	CONTENT TO BE ASSESSED	THINKING PROCESS Steps candidates must go through in order to answer
6.1	Functions of dance	1. Recall
6.2	Benefits of functions of dance	1. Recall 2. Understand the benefits of the functions stated in 6.1
6.3.1	Principles of dance major	1. Recall 2. Organise information
6.3.2	Characteristics of dance major	1. Recall 2. Organise information
6.4	Cultural/indigenous dance	1. Recall 2. Understand today's society 3. Link influences of today's society on cultural/indigenous dance 4. Provide an opinion

6.1 STATING FUNCTIONS OF DANCE**NOTE:**

- If more than FIVE functions of dance are provided, mark the first FIVE only

Expected responses:

- Communication
- Entertainment
- Celebration
- Competition
- Religion
- Career
- Fitness
- Recreation
- Education
- Protest

Any other relevant answers relating to the functions of dance

(5)

6.2 EXPLAINING THE BENEFITS OF THE FUNCTIONS OF DANCE STATED IN 6.1**NOTE:**

- Candidates must provide the benefits of each function stated in 6.1. Do not award marks if the candidate has not been awarded a mark for the function provided in 6.1

Expected responses:**Possible areas that could be addressed:**

- Communication
- Entertainment
- Celebration
- Competition
- Religion
- Career
- Fitness
- Recreation
- Education
- Protest

Any other relevant answers relating to explaining the benefits of the functions of dance

(5)

Example of an answer:

- Education: Dance is used as a tool to spread awareness about social issues. ✓
- Competition: Dancers perform to win a prize for recognition and/or monetary gain. ✓

6.3 6.3.1 COMPILING NOTES ON THE PRINCIPLES OF DANCE MAJOR**NOTE:**

- Candidates must compile detailed notes, candidates may use descriptive terms and/or include many items to support their answer
- Do not award marks for repeating answers across 6.3.1 and 6.3.2

Expected responses:**Possible areas that could be addressed:**

- Use of head
- Use of arms
- Posture, stance and alignment
- Gravity

Any other relevant answers relating to the principles of the dance major

(5)

Example of an answer:**African dance**

- African dance is communal where everyone is allowed to participate either by clapping, dancing, ululating, cheering, or singing. ✓
- African dance imitates and dramatizes the natural world. ✓
- African dance makes use of natural bends allowing the body to move in its natural form. ✓

6.3.2

COMPILING NOTES ON THE CHARACTERISTICS OF DANCE MAJOR**NOTE:**

- Candidates must compile detailed notes, candidates may use descriptive terms and/or include many items to support their answer
- Do not award marks for repeating answers across 6.3.1 and 6.3.2

Expected responses:**Possible areas that could be addressed:**

- Costume/clothes
- Participants
- Music
- Performance spaces
- Props
- Themes/intent
- Gender roles

Any other relevant answers relating to the characteristics of the dance major

(5)

Example of an answer:**African dance**

- Costumes used in African dance determine hierarchy. ✓
- Props are used to signify the importance of an individual. ✓
- Performance spaces are often sacred spaces chosen to perform particular rituals. ✓

6.4 GIVING AN OPINION ON THE INFLUENCE THAT TODAY'S SOCIETY HAS ON CULTURAL/INDIGENOUS DANCE**NOTE:**

- Read the entire answer before awarding marks
- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook
- Use the rubric provided to evaluate the level of the candidate's answer
 - No ticks to be used
 - Bracket the entire answer in the left-hand margin to indicate the answer has been read

Expected responses:**Possible areas to be addressed:**

- New movement vocabulary/techniques
- Brings together different cultures
- Recognition
- Loss of pure dance forms/decolonisation
- Lack of understanding
- Social media
- Modernisation of costume
- Gender roles
- Accessibility

Any other relevant answers relating to the influence of today's society on cultural/indigenous dance

(5)

MARKING RUBRIC:

CRITERIA	
OUTSTANDING 4–5	<ul style="list-style-type: none"> • Presents an outstanding opinion • Outstanding and in-depth understanding of today's society and its influence on cultural/indigenous dance
SUBSTANTIAL 3	<ul style="list-style-type: none"> • Presents a substantial opinion • Good understanding of today's society and its influence on cultural/indigenous dance
MODERATE 2	<ul style="list-style-type: none"> • Presents a basic opinion • Basic understanding of today's society and its influence on cultural/indigenous dance
NOT ACHIEVED 0–1	<ul style="list-style-type: none"> • May/May not provide an opinion • Minimal/No understanding of today's society and its influence on cultural/indigenous dance

Example of an answer:

We live in a world that is forever changing. Just like any other art form, dance is not immune to such changes; specifically cultural/indigenous dance. With the influence of integration, cultural/indigenous dance has been fused with many other dance forms allowing for new dance techniques to be created. However, one could argue that this fusion could result in the loss of the purest dances forms, while others suggest that these fusions allow for new movement vocabulary or styles to be created, adding to the evolution of cultural/indigenous dance. It is also important to note that these developments could be beneficial to dance as it provides a platform for cultural/indigenous dance forms to be seen, recognised and form part of global dance discussions. Its accessibility on social media platforms could break stereotypes and misconceptions attached to cultural/indigenous dance. However, without the correct context, the snippets that are shared on social media could be detrimental to preserving its true identity.

[25]**QUESTION 7: DANCE WORK**

LOW LEVEL	7	Writing	7 marks
MEDIUM LEVEL			11 marks
HIGH LEVEL			7 marks

CONTENT TO BE ASSESSED	THINKING PROCESS Steps candidates must go through in order to answer
Dance work: synopsis/ theme/intent, music and/or accompaniment, production elements, movement vocabulary, symbolism and relevance of the dance work	<ol style="list-style-type: none"> 1. Recall 2. Apply understanding of the symbolic meaning 3. Provide substantiated opinions based on the facts 4. Formulate a review

7.1 WRITING A REVIEW**NOTE:**

- Read the entire answer before awarding marks
- Candidates may provide a wide variety of answers/ideas and responses may not be found in the textbook
- Candidates may write more on one bullet than another
- All bullets should be included for full marks to be awarded
- Both the content and review format must guide the allocation of marks
- Use the rubric provided to evaluate the level of the candidate's answer
 - No ticks to be used
 - Bracket the entire answer in the left-hand margin to indicate the answer has been read

Expected responses:**Possible areas to be addressed:****Synopsis/theme/intent**

- Inspiration
- Outline of sections/stages

Any other relevant answers relating to the synopsis/theme/intent

Music/accompaniment

- Composers
- Genres/style
- Timing
- Rhythm
- Dynamics
- Timbre
- Sounds
- Phrasing
- Instrumentation

Any other relevant answers relating to music/accompaniment

Production elements

- Lighting, special effects, projections
- Costume
- Set design
- Props
- Backdrop
- Technology, multidisciplinary work
- Performance spaces: conventional and non-conventional spaces

Any other relevant answers relating to production elements

Movement vocabulary

- Style/dance forms
- Gesture
- Dance elements
- Choreographic structures
- Fusion

Any other relevant answers relating to movement vocabulary

Symbolism**Relevance of the dance work**

- Current context
- Themes
- Technology
- Performers
- Collaborations

Any other relevant answers relating to the relevance of the dance work

(25)

MARKING RUBRIC:

LEVELS	CRITERIA
OUTSTANDING 22 - 25	<ul style="list-style-type: none"> • Outstanding flow and organisation of information • Outstanding and in-depth understanding of the synopsis, music and/or accompaniment, production elements, movement vocabulary, symbolism and relevance • Provides an outstanding opinion on the dance work
MERITORIOUS 18 - 21	<ul style="list-style-type: none"> • Excellent flow and organisation of information • Excellent understanding of the synopsis, music and/or accompaniment, production elements, movement vocabulary, symbolism and relevance • Provides an excellent opinion on the dance work
SUBSTANTIAL 15 - 17	<ul style="list-style-type: none"> • Good flow and organisation of information • Good understanding of the synopsis, music and/or accompaniment, production elements, movement vocabulary, symbolism and relevance • Provides a good opinion on the dance work
ADEQUATE 13 - 14	<ul style="list-style-type: none"> • Adequate flow and organisation of information • Adequate understanding of the synopsis, music and/or accompaniment, production elements, movement vocabulary, symbolism and relevance • Provides an adequate opinion of the dance work
MODERATE 10 - 12	<ul style="list-style-type: none"> • Basic flow and organisation of information • Basic understanding of the synopsis, music and/or accompaniment, production elements, movement vocabulary, symbolism and relevance • Provides a basic opinion of the dance work
ELEMENTARY 8 - 9	<ul style="list-style-type: none"> • Limited flow and organisation of information • Limited understanding of the synopsis, music and/or accompaniment, production elements, movement vocabulary, symbolism and relevance • Provides a limited opinion of the dance work
NOT ACHIEVED 0 - 7	<ul style="list-style-type: none"> • Minimal/No flow and organisation of information • Minimal/No understanding of synopsis, music and/or accompaniment, production elements, movement vocabulary, symbolism and relevance • May/May not provide an opinion of the dance work

[25]

QUESTION 8: CHOREOGRAPHER

LOW LEVEL	8.1	Providing	6 marks
	8.4	Discussing	3 marks
MEDIUM LEVEL	8.2	Discussing	4 marks
	8.3	Elaborating	2 marks

	CONTENT TO BE ASSESSED	THINKING PROCESS Steps candidates must go through in order to answer
8.1	Choreographer: background	1. Recall
8.2	Choreographer: influences on professional career	1. Recall 2. Understand how the influences impact the professional career
8.3	Choreographer: choreographic characteristics/style	1. Recall 2. Understand the choreographic characteristics/style
8.4	Choreographer: contributions to dance	1. Recall

8.1 PROVIDING FACTS ON THE BACKGROUND OF THE CHOREOGRAPHER**NOTE:**

- If more than SIX facts are provided, mark the first SIX only
- Do not award marks for generalised/vague facts

Expected responses:**Possible areas to be addressed:**

- Place of birth and/or nationality and/or year of birth
- Upbringing/sociopolitical context
- Dance schools/styles of dance
- Early training opportunities or lack thereof
- Early influences

Any other relevant answers relating to the background of the choreographer

(6)

8.2 DISCUSSING HOW THE CHOREOGRAPHER'S INFLUENCES SHAPED THEIR PROFESSIONAL CAREER**NOTE:**

- Do not award marks for listing influences only, candidates must discuss how influences shaped the choreographer's career

Expected responses:**Possible areas to be addressed:**

- Inspiration
- Impact of teachers/people
- Society
- Politics
- Art/artists

Any other relevant answers relating to the choreographer's influences on their professional career

(4)

8.3 ELABORATING ON THE CHOREOGRAPHER'S CHOREOGRAPHIC CHARACTERISTICS/STYLE**Expected responses:**

- Dance styles
- Improvisation
- Themes
- Collaboration(s)
- Technology
- Interdisciplinary/multidisciplinary
- Innovations

Any other relevant answers relating to the choreographer's choreographic characteristics/style

(2)

Example of an answer:

- Christopher Bruce does not like to create programme notes for his choreographies as he prefers the audience to interpret the work on their own. ✓
- Christopher Bruce fuses classical and contemporary styles. ✓

8.4 DISCUSSING THE CHOREOGRAPHER'S CONTRIBUTION TO DANCE**NOTE:**

- Do not award marks for listing areas only, candidates must discuss the contribution(s)

Expected responses:

- Outreach programmes
- Education
- Entertainment
- Protest/activism
- Healing
- Careers/job creation
- Fusion of styles/creating new styles
- Training methodologies/programmes
- Use of stage design
- Mentorship
- Awards

Any other relevant answers relating to the choreographer's contribution to dance

(3)

Example of an answer:

Gregory Maqoma has influenced the South African society by providing a platform for dancers to perform professionally and earn money. ✓ Maqoma has also created works with sociopolitical themes which have communicated important messages to society. ✓ Maqoma has been involved in many outreach programmes which provide recreation for its participants. ✓

[15]

TOTAL SECTION B: 90
GRAND TOTAL: 150