



General Certificate of Education  
June 2007  
Advanced Subsidiary Examination

**DANCE**  
**Unit 3 Understanding Dance**

**DAN3**

Wednesday 6 June 2007 1.30 pm to 3.30 pm

**For this paper you must have:**

- a 12 page answer book
- Benesh/Labanotation paper.

Time allowed: 2 hours

**Instructions**

- Use blue or black ink or ball-point pen. Use pencil only for notating or drawing.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is DAN3.
- Answer **five** questions. Answer all **four** questions from Section A and **one** question from Section B.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

**Information**

- The marks for questions or part questions are shown in brackets.
- The maximum mark for this paper is 60.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.
- You may use notation, floor plans or diagrams where appropriate.

**Advice**

- You are advised to spend 1 hour 20 minutes on Section A and 40 minutes on Section B.

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**SECTION A**

Answer **all** questions in this section.

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- 1 (a) Define the terms:
- aerobic activity (1 mark)
  - anaerobic activity. (1 mark)
- (b) Identify and explain **two** benefits of aerobic fitness to a dancer. (4 marks)
- (c) Identify **one** physical activity that would help a dancer to improve aerobic fitness. (1 mark)
- (d) Describe how that activity would be developed within a dancer's training programme to improve aerobic fitness. (3 marks)
- 2 (a) Identify **one** professional dance work other than the set work you have studied this year. (1 mark)
- (b) Describe the opening moments of the work you have identified. Consider **two** of the following constituent features:
- movement components (action, dynamic and spatial content)
  - dancers
  - physical setting
  - aural setting. (5 marks)
- (c) Explain how these opening moments provide an effective introduction to the work you have identified. (4 marks)
- 3 Notate or record diagrammatically the following:
- (a) a *plié* or knee bend from a standing position with an arm gesture (3 marks)
- (b) a hop with a leg gesture (3 marks)
- (c) a stepping sequence that includes one full clockwise turn and is repeated entirely on the other side. (4 marks)
- 4 (a) Identify and describe **two** choreographic devices that structure movement and which are used in dance composition. (6 marks)
- (b) Explain how each of these choreographic devices might be used effectively in dance composition. (4 marks)

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**SECTION B**

Answer **one** question from this section.

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The Set Works for 2007 are:

*Wyoming* (Davies, 1988)

*Rush* (Khan, 2000)

*Nutcracker!* (Bourne, 2002)

- 5 (a) Identify **one** solo in *Wyoming*. (1 mark)
- (b) Describe that solo in terms of the:
- aural setting (use of sound, music, text) (3 marks)
  - movement components (action, dynamic and spatial content). (6 marks)
- (c) Explain how the movement components of that solo are developed in the rest of the piece. (5 marks)
- (d) Explain the significance of this solo in relation to the whole piece. (5 marks)
- 6 (a) Choose **one** example of a movement phrase in *Rush* which suggests speed.
- Identify when it occurs. (2 marks)
  - Describe the phrase of movement. (4 marks)
  - Explain how the sense of speed is achieved. (3 marks)
- (b) Choose **one** moment of stillness that includes all **three** dancers.
- Identify when that moment occurs. (2 marks)
  - Describe the body shape made by each dancer and the group formation. (4 marks)
- (c) Explain the significance of the examples you have chosen in relation to the whole piece. (5 marks)

**Turn over for the next question**

**Turn over ►**

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- 7 (a) Identify **two** characters from the orphanage in Act 1 of *Nutcracker*!
- (b) Describe the costume for each of these characters. (4 marks)
- (c) Describe the gestures and facial expressions that are **specific** to each of these characters. (6 marks)
- (d) Explain the significance of each of these characters and their costumes to the whole of Act 1. (8 marks)

**END OF QUESTIONS**