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General Certificate of Education

Dance DAN5

Mark Scheme

2007 examination - June series

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UNIT 5 – Performance

Assessment Objective a

The ability to perform and interpret dance ideas with a sense of style, demonstrating an understanding of safe practice and of the technical and expressive requirements. (Specification, para 6.1).

Question 1: Assessment Criteria

This will be evident in the:

- accurate and articulate use of bodily skill
- accurate and eloquent control of space (personal and stage space)
- accurate and eloquent use of dynamics in relation to the specific question
- clear use of focus to communicate the specific dance idea
- informed and appropriate projection of the specific dance idea.

Question 2: Assessment criteria

This will be evident in the:

- accurate reconstruction and articulate use of bodily skill
 - accurate reconstruction of spatial patterns (in personal and stage space)
 - accurate reconstruction of timing in relation to the musical accompaniment
 - clear and focused presentation of the notated score.
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Mark Bands: Performance of set dance**Band 1 33 – 40**

- Highly articulate and extremely efficient use of bodily skill.
- Carefully considered and very controlled use of space.
- Highly appropriate use of dynamics to embody the specific dance idea, showing very clear understanding of dynamic phrasing, subtlety and nuance.
- Extremely effective and very clear use of focus to communicate the dance idea.
- Projection of the dance idea is demonstrated in an informed, transparent and wholly appropriate manner.
- The performance is presented in a sophisticated and highly polished way, clearly demonstrating an understanding of the specific genre and style relating to the set dance.

Band 2 25 – 32

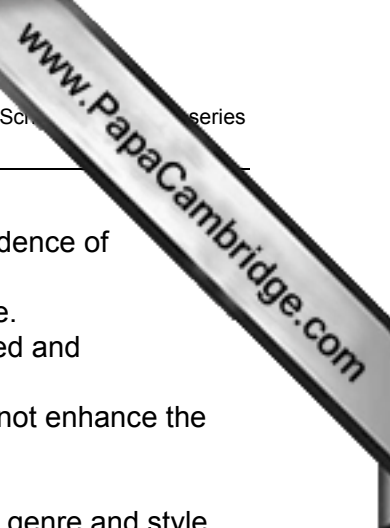
- Articulate and very efficient use of bodily skill.
- Considered and controlled use of space.
- Appropriate use of dynamics to embody the specific dance idea, showing understanding of dynamic phrasing, subtlety and nuance.
- Effective and clear use of focus to communicate the dance idea.
- Projection of the dance idea is demonstrated in an informed and appropriate manner.
- The performance is presented with flair, demonstrating an understanding of the specific genre and style relating to the set dance.

Band 3 17 – 24

- Efficient use of bodily skill.
- The use of space has been considered but sometimes may lack control and eloquence.
- Appropriate use of dynamics to embody the specific dance idea, though clarity of dynamic phrasing may be missing.
- An attempt to be effective in the use of focus to communicate the dance idea, though there may be some inconsistency throughout the performance.
- Projection of the dance idea is demonstrated in an adequate manner, though there may be some inconsistency throughout the performance.
- The performance demonstrates an understanding of the specific genre and style relating to the set dance.

Band 4 9 – 16

- The use of bodily skill sometimes lacks efficiency and clarity.
 - The use of space has been considered but more often than not the performer lacks control and eloquence.
 - An attempt to use dynamic variation has been made but the relationship with the dance idea is not always made clear.
 - The use of focus is inconsistent throughout the performance and there is evidence of simple aspects of communication.
 - Projection of the dance idea is limited.
 - The performance demonstrates a basic understanding of the genre and style relating to the set dance.
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Band 5 **0 – 8**

- A lack of efficiency in the use of bodily skill, showing very little evidence of articulation.
 - The performer lacks control and eloquence in her/his use of space.
 - The use of dynamics to embody the dance idea is extremely limited and underdeveloped.
 - The use of focus is limited throughout the performance and does not enhance the communication of the dance idea.
 - Projection of the dance idea is extremely limited.
 - The performance demonstrates a very basic understanding of the genre and style relating to the set dance.
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Unit 5 – Mark Bands: Performance from a notated score**Band 1 16 – 20**

- Extremely accurate and detailed demonstration of action, which includes spatial orientation, from the notated score
- Extremely accurate timing in terms of speed
- Rhythms are clear and executed accurately within individual bars
- Extremely accurate use of stage space in terms of pathways and direction
- The performance of the notated score is presented with confidence, flair and there is extremely effective projection and communication.

Band 2 11 – 15

- Accurate demonstration of action, which includes spatial orientation, from the notated score
- Accurate timing in terms of speed
- Rhythms are sometimes clear and executed accurately within individual bars
- Accurate use of stage space in terms of pathways and direction
- The performance of the notated score is presented with confidence and there is effective projection and communication.

Band 3 6 – 10

- Some accuracy in the demonstration of action, which includes spatial orientation, from a notated score
- Some accuracy in timing in terms of speed
- There is an attempt to demonstrate rhythms within individual bars
- Some accuracy in use of stage space in terms of pathways and direction
- The performance of the notated score is presented with simple aspects of projection and communication.

Band 4 0 – 5

- Very limited accuracy in the demonstration of action, which includes spatial orientation, from the notated score
 - Very limited accuracy in timing in terms of speed
 - There is little attempt to demonstrate rhythms within individual bars
 - Very limited accuracy in use of stage space in terms of pathways and direction
 - The performance of the notated score is presented with little consideration of projection and communication.
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Unit 5 – Performance - Mark Scheme**Question 1 – The Set Dance****(a) *Wolubena*, Stephenson (1996) African dance.**

Bodily articulation (hips, shoulders, etc), isolation, co-ordination	(8 marks)
Use of body weight	(4 marks)
Impulse, impact, energy	(6 marks)
Posture, image	(4 marks)
Co-ordination with/response to drum language	(8 marks)
Embodiment of rhythm	(6 marks)
Focus, orientation	(4 marks)
Total	40 marks

(b) *Pasos Terrenales*, Smith (1990) ballet.

Bodily skill, carriage	(8 marks)
Extension, amplitude	(5 marks)
Clarity of body shape	(4 marks)
Timing, musicality	(4 marks)
Dynamic nuance, phrasing	(6 marks)
Buoyancy, elevation	(5 marks)
Projection	(4 marks)
Interpretation of the dance idea, “steps on this earth”	(4 marks)
Total	40 marks

(c) *Memories of When*, Smith (1986) modern dance.

Articulation, precision of body action	(8 marks)
Use of, and transference of weight – on and off balance, elevation	(8 marks)
Amplitude, extension within and beyond the kinesphere	(6 marks)
Musicality/timing of steps and gestures with and across the music	(6 marks)
Impulse, dynamics, ebb and flow of energy	(6 marks)
Focus, projection	(6 marks)
Total	40 marks

(d) *Nobene*, Sarker (1991) South Asian dance.

Spatial pattern of arm gestures with upper torso inclination and posture	(8 marks)
Use of head, visual focus	(6 marks)
Footwork: articulation (space, body part) and timing	(8 marks)
Continuity and fluidity	(8 marks)
Use of stage space (centre and pathways)	(4 marks)
Interpretation, embodiment of imagery	(6 marks)
Total	40 marks

Question 2**- Performance from a notated score**

Accuracy of action, including spatial orientation	(8 marks)
Accuracy of timing	(4 marks)
Accuracy of placement on stage	(4 marks)
Dance quality of the performed notated score	(4 marks)
Total	20 marks