



**General Certificate of Education (A-level)
June 2011**

Dance

DANC1

(Specification 2230)

Unit 1: Understanding Dance

Post-Standardisation

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Introduction

The Assessment Objectives

Unit 1 assesses Assessment Objectives 3, 4i and 5i.

AO3 communicate clearly through writing the knowledge, understanding and insight appropriate to dance study.

AO4i show detailed knowledge and understanding, in written form, of choreographic and performance process either in own work and/or professional repertoire.

AO5i show detailed knowledge and understanding, in written form, of the significance of dance, either in own work and/or professional repertoire.

These assessment objectives are not assessed discretely in this unit, so that one or more may be present in a question.

Guidance on the use of the Mark Scheme

As an Examiner, you must be positive in your marking, rewarding candidates' knowledge and understanding of dance. Candidates may express answers in words, specialist vocabulary, notation or diagrammatic form.

Mark all candidates' work against the criteria, not against the last answer marked.

Section A

Questions 01 and 02 are linked, as are questions 03, and 04; marks are clearly allocated.

Use a tick to indicate where a candidate has made a valid point or comment that directly relates to the command word of the question. The number of ticks will directly correlate to the mark awarded for each of these questions.

Within these two question pairings, if a candidate provides valid description/ explanation/ analysis for one question in the answer to the other question, you must award marks, although the same point should not be rewarded twice. Annotate the script using the appropriate abbreviation or comment.

Section B

Questions are marked out of 20 according to the generic banding schemes. The bullet points below each question indicate the relevant points which responses *might* be expected to contain. Answers which take a different approach may be equally valid and you must reward them.

The final mark awarded will reflect the quality of the answer, not simply the number of points made.

As well as using all of the five mark bands as appropriate, you should use the full range of marks available within any one mark band.

Annotation of Scripts

Use the following abbreviations to indicate the type of knowledge, skill and understanding that the candidate is demonstrating.

Section A



✓	one tick for each mark
BOD	benefit of the doubt mark awarded
O	seen but no mark

Section B

Id	identification
K	knowledge
D	description
An (05 only)	analysis which includes description of an example
Ex (06 only)	explanation
BOD	benefit of the doubt given
Eg ?	an example is required
I	irrelevant
R	repetition
?	to indicate inaccuracy or confused/unclear comments
Vague	to indicate vague comments
^^	additional comments or details are required

The comment at the end of the Section B essays should be succinct and summative. It should provide your rationale for the mark awarded.

You might include comments about:

- Focus on the question
- Relevance and depth of knowledge
- Simplicity or complexity of the analysis / explanation
- The balance of description and analysis
- Selection and use of examples
- Level of engagement with discussion
- Clarity of communication.

You do not need to include comments about all of these points. The nature of the question and the candidates' individual response will determine which of these points is most useful in order to explain your rationale.

Use of brackets

In Section A – use brackets to draw attention to the extract of the text which is worthy of the mark.

In Section B – use [...] to identify a piece of writing that connects to another piece of writing which together are worthy of credit. Use an arrow to connect the two extracts. Only use brackets for this purpose in Section B.

Section A

01 Describe two choreographic devices that you have used in your own choreography. (4 marks)

Guidance on awarding marks:

- generally 2 marks for each device - 1 mark for a simple description and 2 marks for a more detailed description of that device. Identification is valid as a simple description
- however, a maximum of 3 marks can be awarded for one choreographic device where the description provided is very detailed.

Award marks for descriptions of the way movement is manipulated and developed.

02 Explain how you used each device to communicate your dance idea. (6 marks)

Award marks for knowledge and understanding of choreographic devices.

For example:

- explanation of how movement is developed and manipulated / used
- reasons that explain how the choreographic device clarifies and enhances the dance idea.

Guidance on awarding marks:

- generally 3 marks for each device
- however, a maximum of 5 marks can be awarded for one choreographic device where the explanation is detailed, insightful and clearly expressed
- for each device, an answer that is only descriptive can be awarded 1 or 2 marks depending on the level of detail
- in order to gain more than 2 marks for one device, the candidate must offer some explanation that links the use of the device to communicating the dance idea.

03 Identify two professional works and describe one costume from each of these works. (4 marks)

Award marks for description of costumes.

For example:

- description of items of costume, eg, shoes; headwear; make up; accessories; clothes
- description of colour; shape; texture; style; design.

Guidance on awarding marks:

Read the whole description first and then decide if it is a simple or detailed description.

- **Simple description will gain 1 mark**
- **Clear and detailed description will gain 2 marks.**

In the event that a candidate describes only one costume, and not two, in their response to 03, a maximum of 3 marks can be awarded, but the description would have to be exceptionally detailed.

NB: the identification of the work is needed in order to assess the accuracy of the description. There are no marks awarded for the citation.

04 Explain why each of these costumes is significant. (6 marks)

Award marks for understanding the significance of the costumes, and for candidates providing reasons that explain how costumes contribute to enhancing, for example:

- character
- theme
- subject matter
- mood/atmosphere
- historical, social or cultural context
- genre
- movement

Guidance on awarding marks:

- a simple explanation of the significance of a costume will gain 1 mark for each costume
- however, a maximum of 5 marks can be awarded for one costume where the explanation is detailed, insightful and clearly expressed.

Section B - Banding

Band 1 17 – 20 marks

- A detailed and comprehensive knowledge of dance, appropriate to the question
- Clear, detailed and undivided focus on the question
- Analytical and/or interpretative skills are used proficiently (*05 only*)
- Ability to explain proficiently (*06 only*)
- Selects insightful examples to support analysis/explanation and illustrate points
- Fluent use of an appropriate specialist vocabulary
- Proficient and accurate use of language - very few, if any, errors in spelling, punctuation and grammar.

Band 2 13 – 16 marks

- A sound knowledge and understanding of dance, appropriate to the question
- Maintains focus on the question
- Analytical and/or interpretative skills are used competently (*05 only*)
- Ability to explain competently (*06 only*)
- Selects appropriate examples to support analysis/explanation and illustrate points
- Appropriate use of specialist vocabulary
- A consistent and accurate use of language – few errors in spelling, punctuation and grammar.

Band 3 9 - 12 marks

- Knowledge and understanding of dance, appropriate to the question
- Maintains focus on the question. Some parts of the answer may not be relevant
- Shows some ability to analyse and/or interpret (*05 only*)
- Shows some ability to explain (*06 only*)
- Selects some appropriate examples to support analysis/explanation and illustrate points
- Evidence of specialist vocabulary
- A competent use of language – there may be some errors in spelling, punctuation and grammar.

Band 4 5 – 8 marks

- Shows some knowledge and understanding of dance, appropriate to the question
- There is evidence of some focus on the question
- The ability to analyse and/or interpret is limited. More description is evident (*05 only*)
- Limited ability to explain. More description is evident (*06 only*)
- Provides some examples to illustrate points
- Some evidence of specialist vocabulary
- Basic written communication skills – some errors in spelling, punctuation and grammar.

Band 5 0 - 4 marks

- Shows little or very basic knowledge and understanding of dance, appropriate to the question
- Little or no focus on the question
- Shows little or no evidence of analysis and/or interpretation. Some description is evident (*05 only*)
- Shows little or no evidence of explanation. Some description is evident (*06 only*)
- Includes no, or very little, support from examples to illustrate points
- Little attempt to use specialist vocabulary

- Limited written communication skills – noticeable errors in spelling, punctuation and grammar, making answers difficult to follow.

Section B

Each question is worth 20 marks.

- 05 Discuss the ways that choreographers use the aural setting to help them to communicate the choreographic intention. Use a range of examples from at least three professional works. (20 marks)**

For example:

- knowledge of aural setting in professional works: silence; the audible aspect of dancing; found sound; natural sound; the spoken word; music; sound effects
- knowledge of the relationship between the aural setting and movement/dance: direct correlation; music visualisation; mutual coexistence; disassociation; enhancement of mood/character; identification of character; narrative; call and response; silence
- examples of the relationship between the aural setting and movement/dance
- analysis of examples
- discussion of the links between the aural setting and the choreographic intention of professional works
- discussion of the relationship between the aural setting and other constituent features: physical setting and use of dancers within the context of the choreographic intention

- 06 Flexibility and strength are two key components of a dancer's training. Explain how you have developed your own flexibility and strength to enhance your dance performance. (20 marks)**

For example:

- knowledge and clear description of exercises for a specific purpose
- knowledge and understanding of training principles, eg progressive overload; resistance; types of stretching (static; passive; active; PNF)
- knowledge of joints and muscles, eg structure; different types, and the impact of training principles
- discussion of links with performance; safe practice; technical improvement; impact on aesthetic; clarification of choreographic intention; ability to dance sensitively with other dancers; and sustaining quality during demanding performance
- discussion of benefits of keeping a diary; monitoring progress and recording changes; observation; use of imagery.

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