

# A level **Dance**

DANC1 Understanding Dance  
Mark scheme

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Version 1.0 Post-Standardisation

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# **Final**

# **Mark Scheme**

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Mark schemes are prepared by the Lead Assessment Writer 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 associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Introduction

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### 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, 02 and 03 are linked and questions 04, and 05 are linked; 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 groupings, 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
fma	full marks awarded

### Section B

Id	identification
K	knowledge
D	description
An (06 only)	analysis which includes description of an example
Ex (07 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 [...] sparingly - 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

Questions 01, 02 and 03 are linked and refer to safe practice:

**01 Describe two aspects of clothing/personal appearance that a dancer should check in order to be safe when dancing. (2 marks)**

Award marks for each check that is described.

The candidates need to provide some comment about aspects of clothing/appearance that are relevant to safe practice. In some cases descriptions may be very brief but still valid.

The following examples would gain 0 marks

- Jewellery
- Hair
- Ballet shoes

The following examples would gain 1 mark each

- No jewellery
- Hair tied back
- Ballet shoes tied securely

Other responses might include

- Clothing that does not interfere with movement or obstruct others
- Trousers are not too long/dragging on the floor
- Footwear that is non-slip

### Additional Guidance

Candidates may describe one check they make on two different items of clothing and/or personal appearance.

Candidates may focus on one item and provide descriptions of two things that they check.

Both approaches are valid.

Candidates must comment on TWO different aspects, regardless of detail, in order to gain 2 marks.

**02 Describe two features of a safe dance space. (2 marks)**

Award marks for comments that describe how features of the space are connected to an understanding of safe practice.

Candidates may refer to features described below but it is not an exclusive list. Award marks for any description of space that demonstrates understanding of the requirements of a safe dance space.

For example:

- no obstacles in the space
- the floor should be sprung
- the floor should be even/flat
- the space should be ventilated
- the temperature should be between 18° and 23°
- the space should be well lit.

**03 Explain how the following aspects of safe practice will help to protect a dancer against injury. (6 marks)**

- **Correct alignment**
- **Warm-up/cool-down**

In the context of this examination, 'explain' requires candidates to clarify something by providing more detail and the relevant reasoning.

Award marks for explanation. Knowledge of alignment, warm-up and cool down needs to be applied to the issue of safe practice.

Areas of knowledge that might be applied could include:

- changes that take place in the body
- anatomical structure
- structure of a dance class
- weight placement
- placement relative to other dancers during support work.

A maximum of 5 marks can be awarded for one aspect of safe practice where the explanation demonstrates detailed and comprehensive knowledge of safe practice.

**Questions 04 and 05 are linked.**

**04 Identify four factors that a choreographer might take into account when considering the suitability of dancers for particular roles. (4 marks)**

For example:

- number
- gender
- physique
- age
- status within a company
- technical ability
- experience of the genre/style
- performance/interpretative skills
- ability to sustain a role.

NB – candidates may refer to social, historic, cultural aspects of dance as well as dance specific considerations.

**05 Explain how the choice of dancers is significant in two professional works that you have studied. (6 marks)**

In the context of this examination, ‘explain’ requires candidates to clarify something by providing more detail and the relevant reasoning.

Award marks for details and reasons that connect the choice of dancer to the specific requirements/demands of a specific role within a professional work.

Award marks for details and reasons that connect the choice of dancer to the wider social, historical and/or cultural context of dance.

Details/reasons might include comments on the following:

- ability to communicate any aspect of the choreographic intention, for example, theme, subject matter, narrative, mood, character, relationships
- reinforcing or being consistent with a choreographer’s genre/style
- understanding, experience and/or ability to adopt a particular approach to working.

Guidance on awarding marks

- Two different works should be discussed – generally 3 marks for each
- Award marks for the quality of the explanation rather than for the number of points made, however, marks do not need to be awarded evenly for each work
- A maximum of 5 marks can be awarded for discussion of one work where the explanation is detailed, insightful and clearly expressed
- Candidate’s discussion does not need to be limited to one role within a particular work – they may discuss a number of different roles within one dance work.
- The four factors identified in 04 may be different to those explained in 05.

## 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 (*06 only*)
- Ability to explain proficiently (*07 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 (*06 only*)
- Ability to explain competently (*07 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 (*06 only*)
- Shows some ability to explain (*07 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 (*06 only*)
- Limited ability to explain. More description is evident (*07 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 (*06 only*)
- Shows little or no evidence of explanation. Some description is evident (*07 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.

### 06 Movement has been described as ‘a cluster of spatial and dynamic elements combined with a particular use of the body in action’.

**Discuss how choreographers use movement components to help to communicate their dance ideas. Refer to at least three professional works. (20 marks)**

Within the context of this examination ‘discuss’ requires candidates to refer to the analysis of the idea or elements and describe and evaluate the parts and the whole.

- Knowledge of movement components: action, dynamic and spatial content in selected professional works
- Analysis of examples of movement components
- Links between the movement components and the dance idea.

### 07 Explain how you have used the rehearsal process to develop the skills needed for dance performance(s). (20 marks)

Within the context of the examination, ‘explain’ requires candidates to clarify something by providing more detail and relevant reasoning.

The focus of the question is on cause and effect. The candidate is asked to identify aspects of their dance performance that were in need of attention and to explain how they used the rehearsal process to deal with those issues.

The nature of the ‘aspects’ may be varied and wide ranging and include choreographic skills as well as physical, technical and performance skills. The rehearsal process may be seen as something that begins when the dance has been ‘finished’ in terms of choreography but, equally, it may be seen as part of the creative /choreographic process. Both views are valid.

For example:

- knowledge of choreographic and physical skills used to develop movement material
- knowledge of the rehearsal process, e.g. selection, refinement and feedback
- knowledge of skills needed for performance: physical, technical, performance; interpretative; dancing sensitively with others
- knowledge of different types of rehearsal: rehearsals that focus of specific issues e.g. timing, spacing; technical rehearsal; dress rehearsal
- description of strategies, exercises, approaches to training that help a dancer to improve/address a particular need that might have been identified during rehearsal
- explanation of the effect that rehearsals have in preparing for performance