

A-LEVEL DANCE

DANC1 – Understanding Dance
Mark scheme

2230
June 2014

Version/Stage: 1.0 Final

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

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 students' knowledge and understanding of dance. Students may express answers in words, specialist vocabulary, notation or diagrammatic form.

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

Section A

Questions 01, 02, 03 and 04 relate to the picture and questions 05 and 06 are linked; marks are clearly allocated.

Use a tick to indicate where a student 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 student 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 student is demonstrating.

Section A

✓	one tick for each mark
O	seen but no mark
fma	full marks awarded

Section B

Id	identification
K	knowledge
D	description
An (07 only)	analysis which includes description of an example
Ex (08 only)	explanation
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 each student's 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 identify 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, 03 and 04 relate to the picture below.



01 Describe one exercise that would help the dancer to develop the strength needed to achieve and hold this position in the air. 2 marks

Description of an appropriate exercise.

Award 1 mark for naming/identifying a specific exercise.

For example:

- pliés
- plank
- lunges
- grand battement
- développés.

Award 2 marks for describing the detail of the exercise.

For example:

- description of the movement
- saying the movement is repeated/ use of different positions of the feet/on the other side/a number of times
- reference to a technical aspect of the exercise, eg keeping the core engaged/back straight/hips turned out.

Guidance to examiners

Students are not required to name/identify an exercise.

A student who does name/identify a specific exercise can be awarded 1 mark for the name/identification and 1 additional mark for additional detail.

A student who does not name/identify an exercise can be awarded 2 marks for description.

Use 'fma' annotation to record where students would be awarded more than 2 marks.

02 Explain how this exercise would help the dancer to develop the strength needed to achieve and hold this position in the air. 3 marks

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

Marks should be awarded for both the additional detail and for the reasoning that links the exercise with the movement of the dancer in the picture.

Guidance to examiners

Some students may focus their explanation on how strength is developed in the exercise. Alternatively, students may focus their explanation on how strength is being used by the dancer in the picture to achieve and hold the position.

Additional detail might refer to the exercise and/or the position and might include:

- the core being engaged
- the leg being lifted/extended/held
- the arms being held/using port de bras
- the weight of the body being held for a period of time
- the movement being repeated – progressive overload/training principles.

The application of strength in the exercise and/or position might include:

- achieving height
- bringing the knees up high
- holding the arms out to the side
- controlling the shape
- making the twist clear and precise.

03 Describe a different exercise that would help the dancer to develop the skills needed for safe take-off and landing. 2 marks

Description of appropriate exercise.

Award 1 mark for naming/identifying a specific exercise.

For example:

- pliés
- sauté
- tendu.

Award 2 marks for describing the detail of the exercise.

For example:

- description of the movement
- saying that it is repeated /use of different positions of the feet/on the other side/a number of times
- reference to a technical aspect of the exercise, eg use of turnout/parallel.

Guidance to examiners

Students are not required to name/identify an exercise.

A student who does name/identify a specific exercise can be awarded 1 mark for the name/identification and 1 additional mark for additional detail.

A student who does not name/identify an exercise can be awarded 2 marks for description.

Use 'fma' annotation to record where students would be awarded more than 2 marks.

04 Explain how this exercise would help the dancer to develop the skills needed for safe take-off and landing. 3 marks

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

Marks should be awarded for both the additional detail and for the reasoning that links the exercise with the skills needed for safe take-off and landing.

Guidance to examiners

Within the context of safe take-off and landing additional detail might include reference to:

- the core being engaged
- the movement of the foot and ankle
- the alignment of the hips, knee and foot
- the alignment of the spine
- the repetition of the movement/training principles
- the increase of energy needed as the exercise progresses.

Reasoning that links the exercise with safe take-off and landing might include:

- ankle flexibility - increases leverage in ankle so the impact of landing can be absorbed more effectively and reduces stress on the knees, hips and spine
- correct alignment in hips – knees – ankle – knees over toes so that when the dancer lands and takes off there is no stress on knee joint
- core stability – the strength in the core creates stability in the whole body and helps the dancer to control the landing
- strength in glutes/quads/calf means that the muscles take the weight of the body as it lands. This means the impact of landing is taken by the muscles rather than the joints so the joints are protected from stress.

Questions 05 and 06 are linked**05 The following are two types of relationships between the aural setting and dance:**

- **direct correlation**
- **call and response**

Describe what is meant by each of these relationships.**4 marks**

For example

Direct correlation – the music and movement match each other. They share the same time signature, tempo, phrasing and cadences.

Call and response – works like a question and answer. The dance and the music react to each other and there is a sense of listening/watching and then reacting to what has been seen/heard – by echoing, arguing, agreeing, mirroring.

Award 1 mark for a basic description.

Award 2 marks for any additional detail that demonstrates knowledge and/or understanding.

A maximum of 2 marks can be awarded for each relationship.

Guidance to examiners

The additional detail may take the form of an example which is valid if it reinforces knowledge and demonstrates understanding.

06 With reference to one dance that you have choreographed, explain how the choice and use of the aural setting helped you to communicate your dance idea. 6 marks

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

For example:

- explanation of rationale for choice as it relates to the dance idea
- explanation of interaction between aural setting and movement in terms of how it helps communicate the dance idea
- explanation of how the aural setting supports the choreographic ideas/intention, eg creating mood/atmosphere; leitmotif to reinforce character; creates contrast; provides structure/form.

Guidance to examiners

Marks do not need to be evenly balanced between **choice** and **use**.

Students may provide one reason for the choice and go on to explain how it was used in some detail. This may well be the case where students have selected a piece of music as their dance idea.

Equally, students may provide a number of reasons for their choice with fewer explanations of how the aural setting was used.

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 (*07 only*)
- Ability to explain proficiently (*08 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 (*07 only*)
- Ability to explain competently (*08 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 (*07 only*)
- Shows some ability to explain (*08 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 (*07 only*)
- Limited ability to explain. More description is evident (*08 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 (*07 only*)
- Shows little or no evidence of explanation. Some description is evident (*08 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

- 07 Discuss how choreographers use physical setting to support their choreographic ideas. In your discussion you should use a range of examples from at least three professional works you have studied. 20 marks**

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

- Knowledge of physical setting: performance environment (formal, eg proscenium arch, or informal, eg studio; site specific); set; costume; lighting; properties; film
- Knowledge of the choreographic ideas within the professional works selected
- Analysis of examples of the physical settings from the professional works selected
- Evaluation of the connections between the choreographic ideas and the use of physical setting.

Guidance to examiners

There will be a range of different approaches to the question.

The range of examples may be selected from one aspect of physical setting, eg costume.

Equally the range of examples may be drawn from a number of different aspects of physical setting.

- 08 Explain how choreographic devices are used to develop, manipulate and structure movement. You may use examples from your own work and/or professional works to support your answer. 20 marks**

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

- Knowledge of choreographic devices, eg motif and motif development; variation; repetition; contrast; highlights; climax; transitions; chance
- Examples of the development of movement and/or structure through the use of choreographic devices
- Reasoning that explains the impact/effect of using choreographic devices.

Guidance to examiners

Students may choose to refer to their own work, professional works or a combination of the two. Some students may balance their answer between developing and manipulating specific movement and structuring.

Students are **not required** to use examples. The examples used in this essay are there to support the answer. Some students may provide a theoretical response with limited or no examples.