



AS
DANCE
7236/X

Component 1 – Performance and Choreography

Mark scheme

June 2018

Version: 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

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There may be marks in each level.

Before you apply the mark scheme to a student's response write down an 'impression mark' and then write your comments in the box provided on the Individual Mark Sheet (IMS). The comments will show how the student has considered all aspects of the assessment objective and the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level/mark for each category of the assessment objective

Start at the lowest level/mark of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level/mark. The descriptor for the level/mark indicates the different qualities that might be seen in the student's answer for that level/mark. If it meets the lowest level/mark then go to the next one and decide if it meets this level/mark, and so on, until you have a match between the level/mark descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels/marks of the mark scheme.

Step 2 Determine a mark in levels containing two marks (choreographic task)

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The lower mark in the level will be an '**adequate**' response, the upper mark a '**convincing**' response. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

Guidance from the specification is provided in this mark scheme as an aide-memoire for examiners.

Step 3 Determine an overall mark

The marks for each category of the assessment criteria need to be added up to determine the final overall mark for the individual performance/choreography.

Marks for each category can be located in different levels of response.

Individual Mark Sheets (IMSs) will be provided for use in the live examination.

Component 1: Performance and Choreography

Marking Guidance

The questions for Component 1 have been designed to fulfil the requirements and weighting of the assessment objectives AO1 and AO2:

AO1: Perform dance through the application of physical, technical, interpretative and performance skills

AO2: Create dance applying choreographic skills to communicate artistic intention.

Performance tasks linked to AO1

Solo performance linked to solo choreography

[20 marks]

The assessment objective is assessed through the following:

- precision and control of physical/technical skills
- spatial elements (personal and stage space)
- dynamic elements
- interpretative/performance skills in order to communicate the dance idea(s), including timing, musicality, focus, projection, emphasis and expression.

Performance within a duet/trio

[20 marks]

Performance within the context of a duet/trio linked to a style/genre(s)

Perform in a duet or trio, exploring the key characteristics of style within a genre or genres.

The assessment objective is assessed through the following:

- demonstration of physical/technical skills
- spatial awareness (including sensitivity to other dancers)
- interpretative/performance skills including timing, musicality, focus, projection, emphasis and expression.

Both performance tasks are marked out of 20 according to the following levels of response.

Performance of solo choreography (20 marks)

Marks	Physical/technical skills	Spatial elements	Dynamic elements	Interpretative/performance skills
5	Highly articulate and safe demonstration of precision and control of physical/technical skills.	Highly articulate demonstration of spatial control (in individual space and in stage space as used).	Highly articulate demonstration of rhythmic control, embodying the chosen dynamics.	Highly articulate demonstration of the interpretation/embodyment of the student's dance idea(s) through the use of interpretative/performance skills.
4	Proficient and safe demonstration of precision and control of physical/technical skills.	Proficient demonstration of spatial control (in individual space and in stage space as used).	Proficient demonstration of rhythmic control, embodying the chosen dynamics.	Proficient demonstration of the interpretation/ embodyment of the student's dance idea(s) through the use of interpretative/performance skills.
3	Sound and safe demonstration of precision and control of physical/technical skills.	Sound demonstration of spatial control (in individual space and in stage space as used).	Sound demonstration of rhythmic control, embodying the chosen dynamics.	Sound demonstration of the interpretation/embodyment of the student's dance idea(s) through the use of interpretative/performance skills.
2	Adequate and safe demonstration of precision and control of physical/technical skills.	Adequate demonstration of spatial control (in individual space and in stage space as used).	Adequate demonstration of rhythmic control, embodying the chosen dynamics.	Adequate demonstration of the interpretation/embodyment of the student's dance idea(s) through the use of interpretative/performance skills.
1	Limited but safe demonstration of precision and control of physical/technical skills.	Limited demonstration of spatial control (in individual space and in stage space as used).	Limited demonstration of rhythmic control, embodying the chosen dynamics.	Limited demonstration of the interpretation/embodyment of the student's dance idea(s) through the use of interpretative/performance skills.
0	No work submitted or nothing worthy of credit.			

Performance in a duet/trio (20 marks)

Marks	Physical/technical skills	Spatial awareness (including sensitivity to other dancers)	Interpretative skills/performance skills (timing and musicality)	Interpretative/performance skills (focus, projection, emphasis and expression)
5	Highly articulate and safe demonstration of physical/technical skills within the context of a duet/trio and in relation to the chosen style/genre.	Highly articulate demonstration of spatial awareness within the context of a duet/trio and in relation to the chosen style/genre.	Highly articulate demonstration of timing and musicality within the context of a duet/trio and in relation to the chosen style/genre.	Highly articulate demonstration of the use of focus, projection, emphasis and expression within the context of a duet/trio and in relation to the chosen style/genre.
4	Proficient and safe demonstration of physical/technical skills within the context of a duet/trio and in relation to the chosen style/genre.	Proficient demonstration of spatial awareness within the context of a duet/trio and in relation to the chosen style/genre.	Proficient demonstration of timing and musicality within the context of a duet/trio and in relation to the chosen style/genre.	Proficient demonstration of the use of focus, projection, emphasis and expression within the context of a duet/trio and in relation to the chosen style/genre.
3	Sound and safe demonstration of physical/technical skills within the context of a duet/trio and in relation to the chosen style/genre.	Sound demonstration of spatial awareness within the context of a duet/trio and in relation to the chosen style/genre.	Sound demonstration of timing and musicality within the context of a duet/trio and in relation to the chosen style/genre.	Sound demonstration of the use of focus, projection, emphasis and expression within the context of a duet/trio and in relation to the chosen style/genre.
2	Adequate and safe demonstration of physical/technical skills within the context of a duet/trio and in relation to the chosen style/genre.	Adequate demonstration of spatial awareness within the context of a duet/trio and in relation to the chosen style/genre.	Adequate demonstration of timing and musicality within the context of a duet/trio and in relation to the chosen style/genre.	Adequate demonstration of the use of focus, projection, emphasis and expression within the context of a duet/trio and in relation to the chosen style/genre.
1	Limited but safe demonstration of physical/technical skills within the context of a duet/trio and in relation to the chosen style/genre.	Limited demonstration of spatial awareness within the context of a duet/trio and in relation to the chosen style/genre.	Limited demonstration of timing and musicality within the context of a duet/trio and in relation to the chosen style/genre.	Limited demonstration of the use of focus, projection, emphasis and expression within the context of a duet/trio and in relation to the chosen style/genre.
0	No work submitted or nothing worthy of credit.			

Choreographic task linked to AO2

Solo choreography linked to solo performance

[40 marks]

Solo choreography linked to solo performance in relation to the chosen task and related dance idea(s).

The assessment objective is assessed through the following:

- selection of the three movement components (ie action, spatial and dynamic elements)
- manipulation of the movement components through the use of choreographic devices
- structuring of movement material and sectional use of choreographic structures
- use of other constituent features: the aural setting (and physical setting where appropriate).

All the above must be assessed in relation to dance idea(s)

Set tasks

0 | 1

Choreograph **and** perform a dance based on an exploration of the different types of symmetry used in geometry.

0 | 2

Choreograph **and** perform a dance based on a consideration of the following poem by Alice Oswald.

‘A Short Story of Falling’

It is the story of the falling rain
to turn into a leaf and fall again

to find the sunlight hidden at the tip
turning to seed a kind of lifting rain drip

it is the secret of a summer shower
to steal the light and hide it in a flower

then I might know like water how to
balance
the weight of hope against the light of
patience

and every flower a tiny tributary
that from the ground flows green and
momentary

water which is so raw so earthy-strong
and lurks in cast-iron tanks and leaks
along

is one of water’s wishes and this tale
hangs in a seed-head smaller than my
thumbnail

drawn under gravity towards my tongue
to cool and fill the pipe-work of this
song

if only I a passerby could pass
as clear as water through a plume of
grass

which is the story of the falling rain
that rises to the light and falls again

0 | 3

Choreograph **and** perform a dance based on an exploration of the functions and symbolism linked to the Roman God Janus.

The above tasks are sources for the choreographic process and outcome. Student responses can be individual and unique **in relation to the source**.

The choreographic task is marked out of 40 according to the following levels of response.

Solo choreography (40 marks)

Marks	Selection of the movement components	Manipulation of the movement components	Structuring of movement material	Use of other constituent features including aural setting (and physical setting where appropriate)
9 - 10	Highly refined ability to select the movement components appropriately in relation to the dance idea.	Highly refined ability to manipulate the movement components through the use of choreographic devices in relation the dance idea.	Highly refined ability to structure movement material in a coherent way in relation to the dance idea.	Highly refined ability to use the aural setting appropriately (and physical setting where appropriate) in relation to the dance idea.
7 - 8	Proficient ability to select the movement components appropriately in relation to the dance idea.	Proficient ability to manipulate the movement components through the use of choreographic devices in relation the dance idea.	Proficient ability to structure movement material in a coherent way in relation to the dance idea.	Proficient ability to use the aural setting appropriately (and physical setting where appropriate) in relation to the dance idea.
5 - 6	Sound ability to select the movement components appropriately in relation to the dance idea.	Sound ability to manipulate the movement components through the use of choreographic devices in relation the dance idea.	Sound ability to structure movement material in a coherent way in relation to the dance idea.	Sound ability to use the aural setting appropriately (and physical setting where appropriate) in relation to the dance idea.
3 - 4	Adequate ability to select the movement components appropriately in relation to the dance idea.	Adequate ability to manipulate the movement components through the use of choreographic devices in relation the dance idea.	Adequate ability to structure movement material in a coherent way in relation to the dance idea.	Adequate ability to use the aural setting appropriately (and physical setting where appropriate) in relation to the dance idea.
1 - 2	Limited ability to select the movement components appropriately in relation to the dance idea.	Limited ability to manipulate the movement components through the use of choreographic devices in relation the dance idea.	Limited ability to structure movement material in a coherent way in relation to the dance idea.	Limited ability to use the aural setting appropriately (and physical setting where appropriate) in relation to the dance idea.
0	No work submitted or nothing worthy of credit.			

Question-specific mark scheme
Section A

0	1
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Choreograph **and** perform a dance based on an exploration of the different types of symmetry used in geometry.

Please identify in your programme note which types of symmetry used in geometry you chose to explore.

[60 marks]**Choreography****Solo choreography linked to solo performance in relation to the chosen task and related dance idea(s)**

Selection of the three movement components (ie action, spatial and dynamic elements) **[10 marks]**

Manipulation of the movement components through the use of choreographic devices **[10 marks]**

Structuring of movement material and sectional use of choreographic structures **[10 marks]**

Use of other constituent features: the aural setting (and physical setting where appropriate) **[10 marks]**

Total [40 marks]**Performance**

Precision and control of physical/technical skills **[5 marks]**

Spatial control (in individual and in stage space as used) **[5 marks]**

Rhythmic control embodying the chosen dynamic **[5 marks]**

Interpretation/embodiment of the dance idea(s) through the use of interpretative/performance skills **[5 marks]**

Total [20 marks]

0 2

Choreograph **and** perform a dance based on a consideration of the following poem by Alice Oswald.

‘A Short Story of Falling’

It is the story of the falling rain
to turn into a leaf and fall again

it is the secret of a summer shower
to steal the light and hide it in a flower

and every flower a tiny tributary
that from the ground flows green and momentary

is one of water’s wishes and this tale
hangs in a seed-head smaller than my thumbnail

if only I a passerby could pass
as clear as water through a plume of grass

to find the sunlight hidden at the tip
turning to seed a kind of lifting rain drip

then I might know like water how to balance
the weight of hope against the light of patience

water which is so raw so earthy-strong
and lurks in cast-iron tanks and leaks along

drawn under gravity towards my tongue
to cool and fill the pipe-work of this song

which is the story of the falling rain
that rises to the light and falls again

[60 marks]

Choreography**Solo choreography linked to solo performance in relation to the chosen task and related dance idea(s)**

Selection of the three movement components (ie action, spatial and dynamic elements)	[10 marks]
Manipulation of the movement components through the use of choreographic devices	[10 marks]
Structuring of movement material and sectional use of choreographic structures	[10 marks]
Use of other constituent features: the aural setting (and physical setting where appropriate)	[10 marks]
Total	[40 marks]

Performance

Precision and control of physical/technical skills	[5 marks]
Spatial control (in individual and in stage space as used)	[5 marks]
Rhythmic control embodying the chosen dynamic	[5 marks]
Interpretation/embodiment of the dance idea(s) through the use of interpretative/performance skills	[5 marks]
Total	[20 marks]

0	3
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Choreograph **and** perform a dance based on an exploration of the functions and symbolism linked to the Roman God Janus.

[60 marks]

Choreography

Solo choreography linked to solo performance in relation to the chosen task and related dance idea(s)

Selection of the three movement components (ie action, spatial and dynamic elements) **[10 marks]**

Manipulation of the movement components through the use of choreographic devices **[10 marks]**

Structuring of movement material and sectional use of choreographic structures **[10 marks]**

Use of other constituent features: the aural setting (and physical setting where appropriate) **[10 marks]**

Total [40 marks]

Performance

Precision and control of physical/technical skills **[5 marks]**

Spatial control (in individual and in stage space as used) **[5 marks]**

Rhythmic control embodying the chosen dynamic **[5 marks]**

Interpretation/embodiment of the dance idea(s) through the use of interpretative/performance skills **[5 marks]**

Total [20 marks]

Section B

0	4
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 Perform in a **duet** or **trio**, exploring the key characteristics of style within a genre or genres. **[20 marks]****Performance within the context of a duet/trio linked to the style/genre(s)**Demonstration of physical/technical skills **[5 marks]**Spatial awareness (including sensitivity to other dancers) **[5 marks]**Interpretative/performance skills (timing, musicality) **[5 marks]**Interpretative/performance skills (focus, projection, emphasis and expression) **[5 marks]**

Total	[20 marks]
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