

GCE 2004

June Series



Mark Scheme

Dance

(5231 Unit 3)

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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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Dr Michael Cresswell Director General

DANCE UNIT 3

The senior examining team and awarding panel for Units 3 and 6 expressed concern at the relatively low levels of marks achieved by many candidates in the 2004 series. One contributory factor may be the nature of the marking schemes and their interpretation. Future mark schemes will be developed with the expectation of rewarding positive achievement equitably and making fuller use of the numerical mark ranges available. Teachers should be aware of this when applying the 2004 mark schemes.

1	<i>In relation to the dancer, define what is meant by flexibility. Identify and explain two methods of stretching which may improve flexibility safely. Briefly comment on any factors (internal and external) which may affect this improvement.</i>	
	Definition of flexibility	2 marks
	Identification of two methods of stretching eg, static, PNF (2 x 1 mark)	2 marks
	Explanation of each of the two methods of stretching (2 x 2 marks)	4 marks
	Comments on factors which may affect flexibility e.g. type of joint, structure of an individual joint, elasticity of muscle tissue, internal body temperature (temperature of the joint and surrounding tissue), age, time of day.	2 marks
	Total	10 marks

2	<i>Notate or record diagrammatically a movement phrase for a male dancer. The phrase should be performed on a clearly stated pathway of your choice and include a held position at a moment along this pathway. The phrase should finish centre stage, with the dancer facing downstage, in a final pose, showing clear use of leg and arm gesture.</i>	
	Using dance notation or diagrammatic form:	
	male dancer	1 marks
	accuracy and clarity of movement phrase	2 marks
	clearly stated pathway	1 mark
	held position (hold 1 mark, position 1 mark)	2 marks
	centre stage	1 mark
	facing downstage	1 mark
	clear use of arm gesture	1 mark
	clear use of leg gesture	1 mark
	Total	10 marks

3	<i>With the help of floor diagrams and/or notation symbols to support your answer, identify and explain the significance of two pathways used in the set work you have studied.</i>	
	Identification of pathways by e.g. minutes into the dance/characters/setting/stage location/description. (2 x 2 marks)	4 marks
	Clear illustration of each, through floor diagrams and/or notation symbols. (2 x 1 mark)	2 marks
	Explanation of the use of each pathway e.g. to emphasise the characters and the relationship between them e.g. to make the movement significant/impressive e.g. to enhance the ‘ritual’ aspect of the movement (2 x 2 marks)	4 marks
	Total	10 marks

4	<i>Identify and briefly describe the music/dance relationship of the set work you have studied. Comment on the effectiveness of this relationship, providing <u>two</u> examples from the work to illustrate your answer.</i>	
	Identification and description of music/dance relationship	2 marks
	Comments on the effectiveness of the use of music in relation to the choreography, e.g. enhances the narrative, emphasises main motifs/phrases, evokes appropriate mood, distinguishes character, highlights rhythmical complexity, creates symbolism	2 marks
	Discussion of two specific examples to illustrate the above comments (2 x 3 marks)	Up to 6 marks
	Total	10 marks

5	<i>Identify and explain four choreographic devices. To illustrate your answer provide examples from professional repertoire, other than the set work you have studied.</i>	
	Identification of four choreographic devices e.g. motif/motif development, climax, highlights, contrast, repetition, unity etc (4 x 1 mark)	Up to 4 marks
	Explanation of the four chosen devices: e.g. motif/motif development – recurring theme which can be developed and varied/which can restate and re-enforce a main idea/examples of development e.g. climax – the main important moment of the dance (not necessarily at the end), the ultimate development of a motif, a memorable moment which could be a contrast to the rest of the dance in terms of action, dynamics, dancers, space, could happen suddenly or gradually. (4 x 4 marks)	Up to 16 marks
	Specific examples from professional repertoire (Up to 5 examples x 2 marks)	Up to 10 marks
	Total	20 marks

6	<i>Briefly describe what happens to a dancer's body in warm-up and cool-down. Discuss the benefits of warm-up and cool-down, providing specific examples of appropriate activities which can be used.</i>	
	Description of what happens to a dancer's body in warm-up and cool-down: e.g. increase in heart rate/blood flow to muscles/internal temperature of the body/speed of transmission of nerve impulses e.g. a decrease in muscle viscosity/contraction and relaxation times of the muscle e.g. a gradual slowing down of the circulation, a gradual return to a resting heart rate.	Up to 10 marks
	Discussion of benefits, both preventative and developmental, of warm-up and cool-down: e.g. gradual physical and mental preparation, concentrating on muscles, nervous system, focus e.g. reduces the stress of rapid or sudden movements of the joints e.g. oxygen reaching the muscle and released within the muscle-aids in the efficient production of energy for fuelling muscle contraction e.g. stopping exercise too suddenly can cause pooling of blood, which can cause soreness, fainting and dizziness.	Up to 10 marks
	Specific examples of warm-up and cool-down exercises/activities: e.g. flexion, extension, rotation of joints e.g. movement of torso in all directions e.g. swings (changing levels) e.g. walks, prances e.g. gentle stretching/breathing	Up to 10 marks
	Total	20 marks

7	<i>With reference to Picture 1 or Picture 2 or Picture 3 and your own knowledge of the set work you have studied, identify the moment captured by the picture. Analyse the dance at this specific moment. Comment on the significance of this moment in relation to the whole dance.</i>	
	Identification of moment by e.g. minutes into the dance/ characters/setting/section/unfolding of story.	Up to 4 marks
	Analysis of the dance moment (with reference to movement components, dancers, aural setting and visual setting)	Up to 8 marks
	Comments on how specific moment relates to the whole dance (with specific examples) e.g. salient motif which is repeated and developed e.g. describes/informs characters e.g. distinguishes between characters and their different roles e.g. climactic moment e.g. furthers the narrative	Up to 18 marks
	Total	20 marks