



National
Qualifications

X818/75/01

Dance

Marking Instructions

Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.



General marking principles for National 5 Dance

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Candidates who do not respond to all aspects of a question cannot access the full range of marks.
- (d) Candidates could refer to a choreography that is unknown to the marker. Markers should use their professional judgement.
- (e) Candidates are expected to use dance terminology throughout in order to access the full range of marks.

Overview

The purpose of the question paper is to assess breadth of knowledge and depth of understanding from across the course, and the application of this knowledge to answer appropriately challenging questions.

Section 1 asks candidates to give a personal evaluative response of self.

Section 2 asks candidates to demonstrate knowledge and understanding of a chosen dance style.

Section 3 asks candidates to give a personal evaluative response to a professional piece of choreography for two or more dancers.

Marking instructions for each question

SECTION 1

Question		Expected response	Max mark	Additional guidance
1.	(a)	<p>Candidates are asked to explain in what way a technical weakness impacts on their ability to perform a travelling exercise.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> given a detailed explanation of what way a technical weakness has impacted their performance of a travelling exercise (2 marks) given a straightforward explanation of what way a technical weakness has impacted their performance of a travelling exercise. (1 mark) 	2	<p>Example 2 mark response</p> <p>The fact that I have poor flexibility impacts my kicks crossing the floor as I cannot kick my leg beyond 90 degrees in any position, this impacts the visual impact of my performance and stifles my extension. It also means I have to control my leg more as my lack of height means I rush through the music.</p>
	(b)	<p>Candidates are asked to describe a development method they used to improve the technical weakness identified in (a).</p> <p>The candidate has:</p> <ul style="list-style-type: none"> given a detailed description of a development method they used to improve their technical weakness (2 marks) given a straightforward description of a development method they used to improve their technical weakness. (1 mark) 	2	<p>Example 2 mark response</p> <p>I watched back a video of my technical exercises and completed a self-evaluation form. During this I identified strengths and weaknesses to show me what I was doing wrong then I watched a model performer (for example, Maddie Ziegler) to see how they used flexibility better.</p>

Question	Expected response	Max mark	Additional guidance
2.	<p>Candidates are asked to explain in what way stamina enhanced their solo performance.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> • given a detailed explanation of the way(s) stamina enhanced their solo performance (2 marks) • given a straightforward explanation of the way(s) stamina enhanced their solo performance. (1 mark) 	2	<p>Example 2 mark response</p> <p>I used stamina to ensure I could perform my jazz solo with the same level of energy throughout without tiring and keeping strong dynamics through my isolations and high kicks to make my performance look more energetic and enjoyable to watch.</p>

Question	Expected response	Max mark	Additional guidance
3.	<p>Candidates are asked to explain the impact timing had on their solo performance.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> • given a detailed explanation of the impact timing had on their solo performance (2 marks) • given a straightforward explanation of the impact timing had on their solo performance. (1 mark) 	2	<p>Example 2 mark response</p> <p>Timing had a negative impact on my solo performance, as I struggled to identify the beats in the music. When it is straightforward this is ok, however in various sections of my jazz solo there were syncopated rhythms, and because I couldn't count these out properly, I was late for the next step. This was particularly evident when I had to do a quick transference of weight, such as my Spanish turns crossing the floor.</p> <p>Example 1 mark response</p> <p>My timing was good therefore I was able to hit all movements in my exercises and solo performances at the right beat, and be on time for the next move.</p>

Question		Expected response	Max mark	Additional guidance
4.		<p>Candidates are asked to evaluate their use of self-expression in their solo performance.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> given a detailed evaluation of their use of self-expression in their overall dance performance (2 marks) given a straightforward evaluation of their use of self-expression in their overall dance performance. (1 mark) 	2	<p>Example 2 mark response</p> <p>I used self-expression well throughout my performance of my contemporary solo. I believe I use it well because the audience always comment on how they can understand the emotion within my performance because of my use of facial expressions. For example, when conveying sadness I furrow my brow on suspended movements to show angst and close my eyes at the end during a moment of stillness to represent the idea of remembering a sad moment which has caused me to be still.</p>

SECTION 2

Question		Expected response	Max mark	Additional guidance
5.	(a)	<p>Candidates are asked to describe a style specific step from their selected dance style.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> given a detailed description of the style specific step from their selected dance style (2 marks) given a straightforward description of the style specific step from their selected dance style. (1 mark) 	2	<p>Example of a 2 mark response</p> <p>Isolation To perform an isolation, you move one part of your body, keeping the rest of your body still. This movement can be performed with different body parts such as head, shoulder, ribs, hips or arms.</p> <p>Example of a 1 mark response</p> <p>Grand Battement A grand battement is a kick in ballet the word battement means beat.</p>
	(b)	<p>Candidates are asked to explain in what way quality and/or dynamics are used to enhance the performance of the step described in(a).</p> <p>The candidate has:</p> <ul style="list-style-type: none"> given a detailed explanation of what way quality and/or dynamics are used to enhance the performance of their selected step (2 marks) given a straightforward explanation of the way quality and/or dynamics are used to enhance the performance of their selected step. (1 mark) 	2	<p>Example of 2 mark response</p> <p>When performing a grand battement, the dynamics on the way up are sharp and powerful as the movement should be large, however on the rebound to the floor the movement should be more controlled with a suspended quality, as the foot returns often to fifth position.</p>

Question		Expected response	Max mark	Additional guidance
6.		<p>Candidates are asked to describe a key costume used to identify their selected dance style.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> given a detailed description of a key costume used to identify their selected dance style (2 marks) given a straightforward description of a key costume used to identify their selected dance style. (1 mark) 	2	<p>Example of a 2 mark response</p> <p>In ballet nowadays, a key costume would be considered to be ballet tights and ballet shoes appropriate to the skin colour of the dancer, however these were traditionally pink. These would be paired with either a leotard which was form fitting or a tutu. Hair would be in a neat ballet bun.</p>

Question	Expected response	Max mark	Additional guidance
7.	<p>Candidates are asked to describe the way(s) their selected dance style is performed in the present day.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> • given a detailed description of the way(s) their selected dance style is performed in the present day (4 marks) • the way(s) their selected dance style is performed in the present day is described in some detail (3 marks) • given a straightforward description of the way(s) their selected dance style is performed in the present day. (2 marks) • given a limited description of the way(s) their selected dance style is performed in the present day. (1 mark) 	4	<p>Example 4 mark response</p> <p>Nowadays jazz dance is celebrated worldwide and can be seen performed in a variety of different contexts. Firstly, you can see jazz dance in current music videos. Sam Smith's 2019 'How Do You Sleep' features classic jazz steps such as 'the dolphin' and showcases a modern jazz routine. Secondly jazz dance can be seen in shows across the world, but particularly on Broadway and London's West End. Musicals such as Chicago demonstrate a more classical jazz technique with use of Fosse's signature moves, whereas newer hits such as Aladdin include big musical theatre jazz numbers to dazzle the audience. Jazz can also be seen in the media, with various competition shows such as 'Greatest Dancer' regularly performing jazz numbers, jazz classes (musical theatre jazz, modern jazz, commercial jazz) can be taken at dance centres worldwide (such as Broadway Dance Centre or Pineapple Dance Studios).</p>

SECTION 3

Question		Expected response	Max mark	Additional guidance
8.		<p>The candidate is asked to explain in what way levels are used to help communicate the theme/intentions.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> given a detailed explanation of the way levels are used to help communicate the theme/intentions (2 marks) given a straightforward explanation of the way levels are used to help communicate the theme/intentions. (1 mark) 	2	<p>Within Broken's 'The Mine' section the dancers perform low grounded movements often, then move to a medium level performing a barrel jump with their bodies bent over to stay on medium level this helps to communicate that the dancers are in a mine and the space is restricted with them being unable to stand upright in certain parts of the mine. This clearly conveys where the dancers are, setting the scene and that the three male dancers are trying to find the light and a way out after the mine starts to collapse.</p>

Question		Expected response	Max mark	Additional guidance
9.	(a)	<p>Candidates are asked to describe the use of music and/or sound in the choreography.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> given a detailed description of the use of music and/or sound in the choreography (2 marks) given a straightforward description of the use of music and/or sound in the choreography. (1 mark) 	2	<p>Example of a 2 mark response</p> <p>Greenwood by Donald Byrd</p> <p>In the prologue there are sounds played which could be considered people whispering or gossiping to one another. These sounds get louder as the prologue progresses, and they also become faster. There is a reverb effect (echo) put on these sounds.</p>
	(b)	<p>Candidates are asked to explain in what way the music and/or sound helps to communicate the theme/intentions.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> given a detailed explanation of what way music and/or sound helps to communicate the theme/intentions (2 marks) given a straightforward explanation of what way music and/or sound helps to communicate the theme/intentions. (1 mark) 	2	<p>Example of a 2 mark response</p> <p>Greenwood by Donald Byrd</p> <p>This highlights the torment felt by the narrator. She represents a resident of Greenwood in the present day, who is haunted by reality of the massacre that took place 100 years ago. The echo of the reverb and the whispering sounds, sound like those killed are haunting her. This helps highlight the theme of social injustice as there has been no accountability taken for the massacre and the lives lost.</p>

Question	Expected response	Max mark	Additional guidance
10.	<p>Candidates are asked to explain in what way(s) two choreographic devices are used to help communicate the theme/intentions.</p> <p>A maximum of 2 marks are to be awarded for each device explained.</p> <ul style="list-style-type: none"> • Award 2 marks for a detailed explanation of a choreographic device used to help communicate the theme/intentions. • Award 1 mark for a straightforward explanation of a choreographic device used to help communicate the theme/intentions. 	4	<p>Example of a 2 mark response</p> <p>‘Ghost Dances’</p> <p>The use of repetition, specifically the chain motif conveys the idea of how over-powering the ghosts are and exemplifies how many innocent lives were taken so brutally and suddenly through the use of repeating the chain. The lunge movement motif gives a sad and reflective mood and atmosphere from the use of repetition to emphasise the intentions of the piece.</p> <p>Example of a 2 mark response</p> <p>‘The Crucible’</p> <p>The girls use unison to intimidate Mary Warren. Their solidarity and togetherness of pointing gestures, contracting movements and the bird motif make her feel as though she is trapped and over-powered by the girls, their hysteria and highlights the injustice of the accusations of witchcraft.</p>

[END OF MARKING INSTRUCTIONS]