

The Standard Grade examination results were generally disappointing. Many candidates did not even attempt some of the questions. It was quite clear that some candidates had never seen the dance works they were trying to describe. Candidates often did not read the question properly, or did not understand the question. There was a tendency to give the absolute minimum of information in answers. It should be explained to candidates that 5 marks does not mean 5 facts. The answers are marked qualitatively and where a candidate may give a lot of correct information together with incorrect information, the question would be marked down because of the incorrect information.

Candidates should write the examinations in their home language where possible. Many Afrikaans-speaking candidates attempted to write the examinations in English, with disastrous results.

Candidates need practice in writing examinations and should have opportunities to mark one another's tests so that they can learn how questions are marked.

The following sections were poorly handled:

Sections	Content	Recommendation
Dance History	This section was very disappointing. Answers were non-existent, or short and poorly written. Candidates may have been disadvantaged in the past by a lack of resources, especially regarding South African dance history, but in the future this cannot be used as an excuse as there are excellent new resources available	Teachers should make good use of the History and Theory resource pack and the History and Theory study guide. Innovative teaching methods should be used to stimulate candidates' interest. Candidates need urgent help with their reading and writing skills. They need to be required to read as much as possible. Dances should be watched many times, not only once.
Dance Theory	The responses to this section were also very poor. There seemed to be an absence of the ability to read and understand the questions, to think critically or to write coherently.	Candidates need to be given many opportunities to think, discuss, debate, reflect and create ideas. They should work on terminology, create concise dictionaries of dance words, plan and do projects, investigate careers and present the information orally and in writing.

Music	Most candidates did not know their note values and could not fill in or recognise time signatures. It seems that in some schools the music section was left out completely.	A great deal of music teaching can be linked to the practical dance classes and to history classes, e.g. information on the composers. Teachers who are not comfortable with teaching note values and time signatures must ask for help from a music teacher on the staff , or from the Dance curriculum adviser
Anatomy and	Muscle functions and actions, labelling muscles, terminology	Now that there is an Anatomy and Health Care Study Guide, this section should improve.
Health Care	Stick figures – anatomical action  Creating own exercises	Teachers need to mediate the study guide and not just expect candidates to learn material. The study guide should be compulsory for all dance candidates and teachers should give classes activities, projects, drawings to label and spot tests to ensure candidates understand the material.