

The Dance Studies paper was, in general, well handled by candidates this year, considering that a new examination format was introduced. Some candidates demonstrated a lack of knowledge and understanding in certain sections and answered in a very superficial manner. Some of the scripts showed little of the knowledge that candidates should have gained in Grades 10, 11 and 12.

**SECTION A: DANCE HISTORY / THEORY**

Some candidates demonstrated insight and sound knowledge in this section. These candidates were able to answer all the questions in Section A successfully.

However there were many candidates who did not cope with this section at all well:

- They confused national and international choreographers and their works. In many cases, candidates referred to a South African choreographer when asked for an international choreographer, or vice versa. In such cases, candidates scored no marks.
- Some candidates showed no understanding of symbolism in a dance work. It was obvious that some candidates had "spotted" only two dance choreographers and their works. This was insufficient for the answering of questions in this paper. Understanding symbolism in dance is vital to our understanding, appreciation and creation of choreography.
- In most cases, the candidates struggled to explain production elements (lighting, sound, sets, props, etc). This is a very important section in LO1 and relates directly to the students' choreographies and understanding of production staging. This area needs far more attention from teachers.
- Descriptions of dance-related careers and understanding of the requirements of each career were superficial.
- Candidates' understanding of how to plan and develop a community dance project was generally superficial or unrealistic.

Candidates must be encouraged to go beyond what their teachers provide and consult a wide range of sources to ensure that their responses are not superficial. Candidates must also substantiate their opinions.

**SECTION B: MUSIC**

This section was not very demanding from a cognitive point of view. However, some candidates seemed not to have focused on this section – in some cases they did not even attempt to answer the questions. Others did very well.

- Candidates' knowledge of music as related to a dance work (asked in Section A) showed little insight.
- The questions on music terminology, instruments and groupings were, in many cases, not answered at all.
- Candidates remained confused about notes and their values, and time signatures.

## **SECTION C: ANATOMY AND HEALTH CARE**

Some candidates knew this section very well, while others displayed a very rudimentary knowledge of the body. Where they were required to give explanations, the answers often demonstrated a lack of understanding. Students must be encouraged to expand on the knowledge that they have gained from the textbook

The answers to questions on nutrition and relaxation were often vague and confused.

### **GENERAL**

Candidates must be taught to read and obey the instructions at the beginning of the paper. These were often ignored. These instructions must be used by teachers in their own tests and exams so as to help prepare candidates for their final examination.

Candidates must read all questions very carefully before they answer, as the responses they provide often do not answer the question. Teachers must also train their candidates to write clearly and coherently, to demonstrate insight, and to be guided by the mark allocation when deciding on the amount of detail required

Terminology used in the final paper should be used throughout the year and candidates should be given experience in answering both lower- and higher-order questions.

The study guides available are a basic guideline as to what should be included in the syllabus. Many sections of the syllabus require the teacher to add to the candidates' notes with information from the teacher's own research. The Internet has a wealth of information, and new material is constantly available through this medium. Edumedia has a wide range of teaching materials available and all teachers and candidates should have access to the *Focus on Dance* textbook.