

Strengths

In general, the theory paper was a better paper than that of last year. It was very encouraging to see that candidates attempted to answer all the questions. It generally appeared that candidates were assisted by the rubrics, which were given as a guideline.

Question 1 and 2, where candidates had to apply their knowledge or where they had to write about their own experiences (such as in planning choreography), were answered well, much better than last year. Some candidates showed great creativity and depth of knowledge. Some candidates set out their answers logically and coherently.

Time signatures and notation were better than last year. Many more candidates were able to identify the muscles and actions.

Weaknesses

Some candidates need more practice in designing realistic projects, as was revealed in Question 1.

In some cases, answers to Question 3 on indigenous dance, lacked depth with regard to the cultural meanings of the dances they had learnt.

High levels of evaluation and creativity were rarely achieved.

Candidates are able to recall information, but struggled to apply it. For example, in Question 4, where they could write on the costumes, lighting and music, they were not able to analyse or make a connection with the symbolism.

In Question 5, the majority of candidates were unable to compare the two choreographers.

In Question 8, candidates were generally unable to discuss simple and compound time, and showed little knowledge of the musical terms.

Question 11, in which candidates had to discuss the posture of their own dance form, was poorly answered.

In Question 13.2, the majority of candidates could not explain how a knee injury could be caused by poor technique.

Suggestions

Candidates should be encouraged to write in more depth in their essay question answers, and to **discuss**, rather than simply recall information.

Teachers need to draw candidates' attention to what is required of them when asked to explain, discuss or analyse. They also need to challenge candidates to use their higher order cognitive skills.

Grade 10 and 11 work, e.g. nutrition, bones and joints, principles of the dance form, needs to be revised and applied in practice daily.