

## 2010 CHIEF MARKER PUBLICATION REPORT ON MARKING

### INSTRUCTIONS FOR COMPLETION

1. The report on marking is a comprehensive report that will serve the following three objectives:
  - a) Provide an evaluation of the question paper and marking guideline.
  - b) Provide an in-depth analysis of the nature of learner responses, which will facilitate feedback to teaching and learning.
2. This report must be completed by the **CHIEF MARKER in conjunction with the senior markers**.
3. The report must be completed in detail and single word responses will not be accepted.
4. Where additional space may be required, use a separate page which must be appended to this report.
5. The final report must be approved and signed by the Head of Examinations in the province.
6. The report must be submitted to the responsible WCED official at the marking centre.

SUBJECT	DANCE STUDIES	
PAPER	1	
GRADE	12	DURATION OF PAPER : 3 HOURS
PROVINCE	WESTERN CAPE	
CHIEF MARKER	NAME: NICOLA SCHORN CONTACT DETAILS: 083 4484802 / 021 7829883	

### EVALUATION

#### 2. COMMENTS ON SPECIFIC QUESTIONS. (SEE PART TWO QUESTION 1 AND 2 OF THIS DOCUMENT)

##### Question 1: Indigenous/cross cultural dance.

In some centres candidates could not answer on a specific dance, but rather wrote about a dance style or African dance in general or a dance where no information could be found to verify its authenticity. Candidates could not always give opinions when asked for.

##### Question 2: Community dance project.

This question required candidates to give creative, insightful answers. On the whole, the answers lacked creativity and ability to conceptualise and were superficially answered with little detail that was relevant to the question.

##### Question 3: South African choreographer.

This question required detail and understanding of the choreographer's career. In some centers the candidates were well prepared and gave answers showing an in depth understanding of the choreographer. Other centres showed that candidates had minimal knowledge on a choreographer and the answers often showed confusion between choreographers with information mixed up.

##### Question 4: International dance work.

This question focused on the use of symbolism within a work and required candidates to use analytical thinking in order to answer the question. In some centres the candidates were well prepared and understood the dance work in depth and gave detailed well structured answers. In other centres, candidates obviously had minimal understanding of the work, and their answers were superficial and often showed confusion between works.

##### Question 5: Choreography journal.

This question was at the bottom of page 8 underneath a rubric and many of the candidates did not notice it and failed to answer / include the question in their answer books (5 marks). Those who did answer it generally gave insightful answers.

##### Question 6: Music categories / music elements.

6.1 This question was very weak from most centers with inaccurate answers given.

6.2 This was a low level match columns question and many candidates guessed the answers wrongly instead of reading carefully and working it out.

##### Question 7: Music notation.

This question was answered very poorly from most centres with candidates obviously not understanding notes/time signatures at all.

##### Question 8: Music related to a South African dance work.

This question was only understood in very few centers with most candidates unable to give any

detailed information about the music of a dance work or how the music contributed to the dance.

**Question 9:** Muscle actions.

Most centres answered this section well. A great improvement from last year.

**Question 10:** Naming muscles and their actions.

Most centres answered this question well. Many candidates however gave all the muscles listed when they were asked to choose only seven. In this case only the first seven answers were marked. If candidates had read the question properly, and chosen better they would have achieved higher marks in many cases. A great improvement from last year.

**Question 11:** Cool down and core stability.

This question was poorly answered in most centres with candidates giving minimal and superficial answers. Responses showed lack of ability to apply knowledge.

**Question 12:** Injuries.

This question was on the whole extremely weak from most centres with candidates unable to apply their knowledge or give correct information in their responses. In many cases candidates do not give enough information.

## 2. YOUR RECOMMENDATION FOR IMPROVEMENT.

Teachers need to focus on getting learners to apply their knowledge, read and write more.

On the whole, learners did not give enough information or write enough for essay/paragraph type questions.

More higher order thinking activities should be provided in class work and more challenging questions should be put in tests and mid year examinations to prepare learners with examination writing skills

### QUESTION 1: Indigenous /cross cultural dance

#### 1. General comment on the performance of learners. Was the question well answered or poorly answered?

In some centres candidates could not answer on a specific dance, but rather wrote about a dance style or African dance in general or a dance where no information could be found to verify its authenticity. Candidates in most cases could not give opinions when asked for.

#### 2. Why question was poorly answered: Also provide specific examples: See part one question 2.

In some centres, it was evident that the candidates had not been taught a specific dance and had not covered this area of the curriculum.

#### 3. Provide suggestion for improvement in relation to the following :

##### (i) Learning and teaching

Teachers must address this important section of the curriculum – L.O. 4 and select a specific dance which should be taught both practically and theoretically if candidates are to answer with understanding and insight.

##### (ii) Support

Teachers have received DVD's and support notes for this section of the work.

##### (iii) Setting of questions

The question was clear and stated what was required of the candidates.

#### 4. Describe any observations relating to responses of learners: e.g positive, negative, outstanding etc.

In some centres this question was very well understood with candidates giving outstanding / model type answers

#### 5. Any other comments useful to teachers, subject advisors

Teachers must give this section more attention and make it relevant and meaningful.

**QUESTION 2: Community dance project****1. General comment on the performance of learners. Was the question well answered or poorly answered?**

This question required candidates to give creative, insightful answers. On the whole, the answers lacked creativity and ability to conceptualise and were superficially answered with little detail that was relevant to the question.

**2. Why question was poorly answered:** Also provide specific examples: See part one question 2.

Candidates struggle to apply knowledge and conceptualise. Writing skills are often lacking. The titles given for their project were often inappropriate. Few learners were able to conceptualise a suitable project or dance work.

**3. Provide suggestion for improvement in relation to the following :****(i) Learning and teaching**

Candidates need to be prepared for essay type questions by writing more in class and in tests and exams.

**(ii) Support**

This section needs more exposure. Teachers should set homework projects or group projects to stimulate learners creativity and problem solving capacity

**(iii) Setting of questions**

The question was clear and stated what was required of the candidates.

**4. Describe any observations relating to responses of learners: e.g. positive, negative, outstanding etc.**

In most centres the responses were superficial and lacked clarity. Candidates do not read the questions carefully.

**5. Any other comments useful to teachers, subject advisors**

Use past exam papers to give candidates practice on creative responses required.

**QUESTION 3: South African choreographer.****1. General comment on the performance of learners. Was the question well answered or poorly answered?**

This question required detail and understanding of the choreographer's career. Other centres showed that candidates had minimal knowledge on a choreographer and the answers often showed confusion between choreographers with information mixed up.

**2. Why question was poorly answered:** Also provide specific examples: See part one question 2.

Writing skills are often lacking. Candidates do not often understand what they are learning and it is evident they are regurgitation information without understanding it. There were some very comical answers.

**3. Provide suggestion for improvement in relation to the following :****(i) Learning and teaching**

Teachers need to give candidates the opportunity to summarize and write out the information in their own words to check the learners understanding. Learners should not just be learning out a book.

**(ii) Support**

Teachers have been given workshops on how to make the history section meaningful to the learners.

**(iii) Setting of questions**

The question was clear and stated what was required of the candidates.

**4. Describe any observations relating to responses of learners: e.g. positive, negative, outstanding etc.**

In most centres the responses were superficial and lacked clarity. Candidates could give basic information but were unable to analyse the influences on the choreographer's style or their contributions to dance/society. In some centers the candidates were well prepared and gave answers showing an in depth understanding of the choreographer.

**5. Any other comments useful to teachers, subject advisors**

Use past exam papers to give candidates practice on analytical responses required.

**QUESTION 4: International dance work.****1. General comment on the performance of learners. Was the question well answered or poorly answered?**

This question focused on the use of symbolism within a work and required candidates to use analytical thinking in order to answer the question. In some centres the candidates were well prepared and understood the dance work in depth and gave detailed well structured answers. In other centres, candidates obviously had minimal understanding of the work, and their answers were superficial and often showed confusion between works.

**2. Why question was poorly answered:** Also provide specific examples: See part one question 2.

Writing skills are often lacking. In many cases it was evident candidates had not recently/had not watched the dance work they were writing about and were confused between works. This answer required analysis and candidates in many cases gave superficial /minimal answers and could not substantiate how symbolism was used.

**3. Provide suggestion for improvement in relation to the following :****(i) Learning and teaching**

Teachers need to give candidates the opportunity to summarize and write out the information in their own words to check the learners understanding. Learners should not just be learning out a book. Learners need to watch the DVD of the dance work more than once and teachers need to explain the symbolism used while candidates are watching the work.

**(ii) Support**

Teachers have been given workshops on how to make dance works meaningful to the learners. All teachers have been supplied with DVD's of dance works.

**(iii) Setting of questions**

The question was clear and stated what was required of the candidates.

**4. Describe any observations relating to responses of learners: e.g. positive, negative, outstanding etc.**

In most centres the responses were superficial and lacked clarity. Candidates could give basic information but were unable to analyse the use of symbolism in a dance work and could only name the production elements used. Some centres wrote beautiful answers and it was clear the candidates really understood how to analyse a dance work.

**5. Any other comments useful to teachers, subject advisors**

Use past exam papers to give candidates practice on analytical responses required. Give detailed explanations on symbolism linked to use of production elements.

**QUESTION 5: Choreography journal.****1. General comment on the performance of learners. Was the question well answered or poorly answered?**

This question was at the bottom of page 8 underneath a rubric and many of the candidates did not notice it and failed to answer / include the question in their answer books (5 marks). Those who did answer it generally gave insightful answers.

**2. Why question was poorly answered:** Also provide specific examples: See part one question 2.

Candidates who gave poor responses could not give relevant details on the reasons for a journal and answers were repetitive and superficial.

**3. Provide suggestion for improvement in relation to the following :****(i) Learning and teaching**

The choreographic journal is part of the PAT requirement and should be used meaningfully by the candidates.

**(ii) Support**

Choreographic workshops have been held and teachers given detailed guidance on the

requirements for this module.

**(iii) Setting of questions**

The question was missed by the candidates and placed in an unfortunate position on the page.

**4. Describe any observations relating to responses of learners: e.g. positive, negative, outstanding etc.**

As above. Some candidates wrote excellent answers and it was evident they had kept journals that were meaningful and relevant to their choreographic process.

**5. Any other comments useful to teachers, subject advisors**

Learners need to be made aware of checking their papers and the numbering system on the paper to avoid careless mistakes.

**QUESTION 6: Music categories / music elements.**

**1. General comment on the performance of learners. Was the question well answered or poorly answered?**

6.1 This question was very weak from most centers with inaccurate answers given.

6.2 This was a low level matching columns question and most candidates gave incorrect information here as well.

**2. Why question was poorly answered:** Also provide specific examples: See part one question 2.

It is evident that this section of the work is either not being taught, or being inaccurately taught.

**3. Provide suggestion for improvement in relation to the following :**

**(i) Learning and teaching**

Teachers must insure they cover this section accurately.

**(ii) Support**

Teachers who do not understand this section need to ask for assistance.

**(iii) Setting of questions**

The question was clear and stated what was required of the candidates.

**4. Describe any observations relating to responses of learners: e.g. positive, negative, outstanding etc.**

As above. Some candidates wrote excellent answers and it was evident they had been taught this section and understood it.

**5. Any other comments useful to teachers, subject advisors**

Subject advisor needs to verify the area is being taught in all centres. If needed workshops may be required.

**QUESTION 7: Music notation.**

**1. General comment on the performance of learners. Was the question well answered or poorly answered?**

This question was answered very poorly from most centres with candidates obviously not understanding notes/time signatures at all.

**2. Why question was poorly answered:** Also provide specific examples: See part one question 2.

It is evident that this section of the work is either not being taught, or being inaccurately taught as in Question 6

**3. Provide suggestion for improvement in relation to the following :**

**(i) Learning and teaching**

Teachers must insure they cover this section accurately.

**(ii) Support**

Teachers who do not understand this section need to ask for assistance.

**(iii) Setting of questions**

The question was clear and stated what was required of the candidates.

<b>4. Describe any observations relating to responses of learners: e.g. positive, negative, outstanding etc.</b>
As above. Some candidates wrote excellent answers and it was evident they had been taught this section and understood it.
<b>5. Any other comments useful to teachers, subject advisors</b>
Subject advisor needs to verify the area is being taught in all centres.

<b>QUESTION 8:</b> Music related to a South African dance work.
<b>1. General comment on the performance of learners. Was the question well answered or poorly answered?</b>
This question was very poorly answered. This question was only understood in very few centers with most candidates unable to give any detailed information about the music of a dance work or how the music contributed to the dance.
<b>2. Why question was poorly answered:</b> Also provide specific examples: See part one question 2.
It is evident that this section of the work is either not being taught, or being inaccurately taught as in Question 6 and 7. It also required the candidate to analyse and give an opinion which in most cases they could not.
<b>3. Provide suggestion for improvement in relation to the following :</b>
<b>(i) Learning and teaching</b> Teachers must insure they cover this section accurately. Analytical skills need developing through a better understanding of the content matter.
<b>(ii) Support</b> Teachers who do not understand this section need to ask for assistance.
<b>(iii) Setting of questions</b> The question was clear and stated what was required of the candidates.
<b>4. Describe any observations relating to responses of learners: e.g. positive, negative, outstanding etc.</b>
As above. Some candidates wrote excellent answers and it was evident they had been taught this section and understood it.
<b>5. Any other comments useful to teachers, subject advisors</b>
Subject advisor needs to verify the area is being taught in all centres.

<b>QUESTION 9:</b> Muscle actions.
<b>1. General comment on the performance of learners. Was the question well answered or poorly answered?</b>
Most centres answered this section well. A great improvement from last year.
<b>2. Why question was poorly answered:</b> Also provide specific examples: See part one question 2.
If the question was poorly answered, the candidate had failed to memorize the actions or it is not being taught correctly.
<b>3. Provide suggestion for improvement in relation to the following :</b>
<b>(i) Learning and teaching</b> Teachers must insure they cover this section accurately.
<b>(ii) Support</b> Detailed support notes on actions were given out at the winter workshop.
<b>(iii) Setting of questions</b> The question was clear and stated what was required of the candidates.
<b>4. Describe any observations relating to responses of learners: e.g. positive, negative, outstanding etc.</b>
As above. Some candidates wrote excellent answers and it was evident they had been taught this section and understood it.

**5. Any other comments useful to teachers, subject advisors**

Teach actions in the practical class so they become relevant and meaningful to the learners.

**QUESTION 10:** Naming muscles and their actions.**1. General comment on the performance of learners. Was the question well answered or poorly answered?**

Most centres answered this question well. Many candidates however gave all the muscles listed when they were asked to choose only seven. In this case only the first seven answers were marked. If candidates had read the question properly, and chosen better they would have achieved higher marks in many cases. A great improvement from last year.

**2. Why question was poorly answered:** Also provide specific examples: See part one question 2.

If the question was poorly answered, the candidate had failed to memorize the muscles and their actions or it is not being taught correctly. Generally candidates could name the muscles but not give their actions. A number of learners did not read the question properly.

**3. Provide suggestion for improvement in relation to the following :****(i) Learning and teaching**

Candidates must read their questions carefully and give what is required.

**(ii) Support****(iii) Setting of questions**

The question was clear and stated what was required of the candidates.

**4. Describe any observations relating to responses of learners: e.g. positive, negative, outstanding etc.**

As above. Some candidates wrote excellent answers and it was evident they had been taught this section and understood it.

**5. Any other comments useful to teachers, subject advisors**

Teach actions and muscles in the practical class so they become relevant and meaningful to the learners.

**QUESTION 11:** Cool down and core stability.**1. General comment on the performance of learners. Was the question well answered or poorly answered?**

This question was poorly answered in most centres with candidates giving minimal and superficial answers. Responses showed lack of ability to apply knowledge.

**2. Why question was poorly answered:** Also provide specific examples: See part one question 2.

The question required candidates to apply knowledge and in many cases they could not do this. They also did not have enough knowledge or understanding on this section of the paper.

**3. Provide suggestion for improvement in relation to the following :****(i) Learning and teaching**

Candidates must read their questions carefully and give what is required. More understanding of how to apply knowledge – again combine the theory into the practical class. Generally candidates do not write enough and the answers are superficial.

**(ii) Support****(iii) Setting of questions**

The question was clear and stated what was required of the candidates.

**4. Describe any observations relating to responses of learners: e.g. positive, negative, outstanding etc.**

As above. Some candidates wrote excellent answers and it was evident they had been taught this section and understood it.

**5. Any other comments useful to teachers, subject advisors**

Teach actions and muscles in the practical class so they become relevant and meaningful to the learners.

**QUESTION 12: Injuries.****1. General comment on the performance of learners. Was the question well answered or poorly answered?**

This question was on the whole extremely weak from most centres with candidates unable to apply their knowledge or give correct information in their responses. In many cases candidates do not give enough information.

**2. Why question was poorly answered:** Also provide specific examples: See part one question 2.

The question required candidates to apply knowledge and in many cases they could not do this. They also did not have enough knowledge or understanding on this section of the paper.

**3. Provide suggestion for improvement in relation to the following :****(i) Learning and teaching**

Candidates must read their questions carefully and give what is required. More understanding of how to apply knowledge – again combine the theory into the practical class. Generally candidates do not write enough and the answers are superficial and repetitive.

**(ii) Support****(iii) Setting of questions**

The question was clear and stated what was required of the candidates.

**4. Describe any observations relating to responses of learners: e.g. positive, negative, outstanding etc.**

As above. Some candidates wrote excellent answers and it was evident they had been taught this section and understood it.

**5. Any other comments useful to teachers, subject advisors**