



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2011

DANCE STUDIES

MARKS: 150

TIME: 3 hours



This question paper consists of 9 pages.

INSTRUCTIONS AND INFORMATION

1. This paper consists of THREE sections.
 - SECTION A – History
 - SECTION B – Music
 - SECTION C – Anatomy
2. Read through the whole paper carefully before answering it, including these instructions.
3. Number the answers correctly according to the numbering system used in this question paper.
4. Leave THREE lines after each QUESTION.
5. Start EACH SECTION on a NEW page.
6. Marks are NOT allocated according to the principle of 'one mark per one fact', but according to the quality of the answer.
7. Write neatly and legibly.

SECTION A: HISTORY OF DANCE

QUESTION 1

- 1.1 Name THREE careers in the dance industry and give a description of each career. (6)
- 1.2 What is the purpose of rehearsals when preparing for your choreography dance work for your Performance Assessment Task? (4)
- 1.3 Choose ONE correct word from the list below for each explanation of the following choreographic elements:

Chance	Climax	Variation
Canon	Rondo	

(5)

- 1.3.1 You can get your performers to complete exactly the same sequence but with different movement qualities and moods e.g. to do the sequence as though they were anguished or being chased or bored (in other words with a strong emotional quality). It can also be achieved by changing the tempo or rhythm of the sequence or doing certain sections with different body parts, or varying the special patterns. (1)
- 1.3.2 Using your dance sequence as your basic theme. It is referred to as ABACADA. Your sequence is theme A and the B, C and D provide contrasting themes. For instance if your sequence has a lyrical and flowing quality, your contrasting theme may be to create a short sequence that has a bound or staccato quality. Return to or repeat the original theme between each contrasting one. (1)
- 1.3.3 One or more dancers execute the whole sequence and the other(s) repeat it after they have completed it; OR Have one or more dancers execute the whole sequence and the other(s) begin when the first sequence is half way through; OR Have one or more dancers executed the whole sequence and the other(s) begin just after the first movement is completed; OR Different performers can come in at different parts of the sequence, but in such a way they all end together. (1)

- 1.3.4 Roll a die and allow the number on the die to determine various aspects of the work, for example how many times the performers need to repeat a specific sequence, or how many performers will do a certain section, or even the overall sequence in which the dance is to be performed. It may also determine at which juncture the performer will enter or exit the dance. The die can determine how many different variations on one selected movement the performer has to try to find. (1)
- 1.3.5 You could gradually slow down the movement to a powerful designed position or stillness, or increase the tempo to a climax and then wind down, or return to the initial opening movements of the work. (1)
- [20]**

QUESTION 2

In this question you should NOT write about a dance from the prescribed works.

In LO4 you have learnt a Cross-cultural/Indigenous dance, which forms part of your PAT. Provide the following information.

- 2.1 Give the name of the dance, and where it comes from. (2)
- 2.2 Describe the actual movements used in this dance and what happens during the dance. (10)
- 2.3 Describe and give the meanings of FIRE, BODY DECORATIONS, SOUND and CIRCLE in a cultural dance. (8)
- 2.4 What are the differences between a cultural dance form and a concert dance form? (5)
- [25]**

QUESTION 3

Select ONE INTERNATIONAL CHOREOGRAPHER or a SOUTH AFRICAN CHOREOGRAPHER and their DANCEWORK from the prescribed list below and prepare study notes for your exam. Include the following information:

Remember to provide the name of the choreographer and the dance work.

- 3.1 Describe the story/synopsis. (7)
- 3.2 Describe the set design, lighting, costume and music. (7)
- 3.3 The characteristics of his choreography. (6)
- [20]**

LIST OF PRESCRIBED CHOREOGRAPHERS AND THEIR DANCEWORKS	
SOUTH AFRICAN CHOREOGRAPHERS	DANCE WORKS
Veronica Paeper	<i>Orpheus in the Underworld</i>
Vincent Mantsoe	<i>Gula Matari</i>
Alfred Hinkel	<i>Last Dance (Bolero)</i>
Sylvia Glasser	<i>Transformations</i>
Gary Gordon	<i>Bessies Head</i>
Mavis Becker	<i>Flamenco de Africa</i>
Hazel Acosta	<i>Blood Wedding</i>
Caroline Holden	<i>Imagenes</i>
INTERNATIONAL CHOREOGRAPHER	DANCE WORKS
George Balanchine	<i>Appollo or Agon</i>
Alvin Ailey	<i>Revelations</i>
Martha Graham	<i>Appalachian Spring or Lamentation</i>
Christopher Bruce	<i>Ghost Dancers or Rooster</i>
Marius Petipa and Lev Ivanhof	<i>Swan Lake</i>
Vaslav Nijinski	<i>Le Sacre du Printemps</i>
Paul Taylor	<i>Esplanade</i>

QUESTION 4

Refer to any of the prescribed dance works from the prescribed list you have studied, and explain how symbolism has been used to communicate ideas, messages or stories. Name the dance work and choreographer you are referring to. Do not use the same dance work as in QUESTION 3.

Include the following information:

- 4.1 The background and period that inspired the choreography. (5)
- 4.2 How the choreographer used the symbolism, for example through choice of movements, music, costumes, make-up, set, lights or any other effects they selected. (5)
- [10]

TOTAL SECTION A: 70

6.2.3 Dynamics

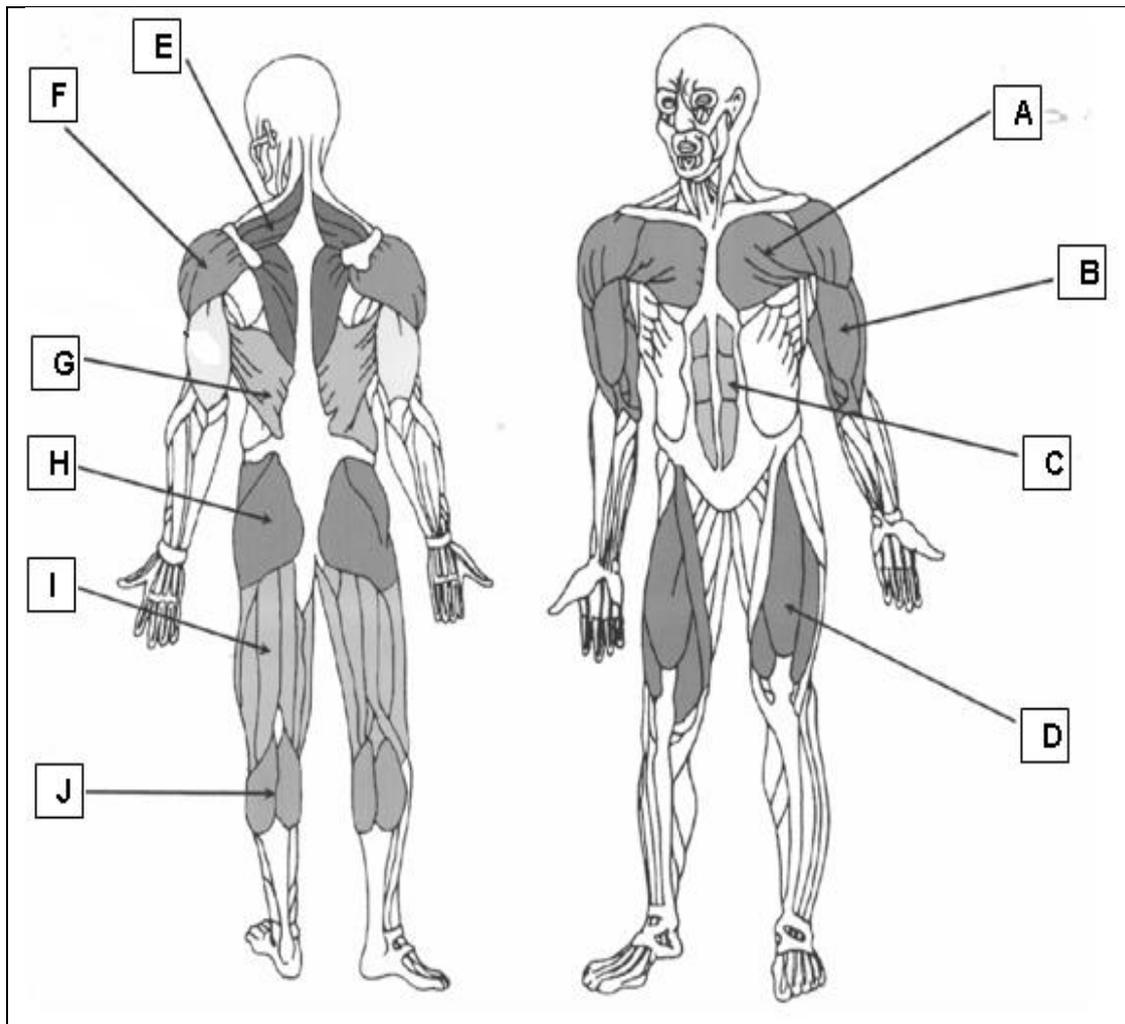
(2)
[10]

TOTAL SECTION B: 20

SECTION C: ANATOMY AND HEALTH CARE

QUESTION 7

7.1 Write the name of the muscles marked A – J in your answer book.



(10)

7.2 Give ONE anatomical action for each of the muscles/ muscles groups marked A – J.

(10)
[20]

QUESTION 8

8.1 Name the reasons that cause poor technique to contribute to dance injuries.

(3)

- 8.2 Explain how awareness of environmental factors like the **floor and clothing** could ensure the safety of dancers. (4)
- 8.3 Explain the meaning of the acronym **R.I.C.E.**, and how each one (acronym) help the ongoing treatment of an injury. (8)

[15]**QUESTION 9**

- 9.1 How does nutrition play an important part in the fight against HIV/Aids? (3)
- 9.2 Why should you warm up and what happens to the body when you warm up? (6)
- 9.3 Why do you need to cool down and how should you cool down? (6)

[15]**QUESTION 10**

- 10.1 Match COLUMN A with COLUMN B. Write only the answer next to the appropriate number in your ANSWER BOOK.

	COLUMN A		COLUMN B
10.1.1	CORE STABILITY	A	The freedom of movement and the absence of restriction in the joints, muscles, tendons and ligaments
10.1.2	NEUROMUSCULAR SKILLS	B	The strength of the deep muscles of the trunk that enables the body to maintain stability in the centre throughout a movement
10.1.3	FLEXIBILITY	C	Your body's ability to perform over long periods of time
10.1.4	STRENGTH	D	The interaction between the neural system and the muscular system
10.1.5	ENDURANCE	E	The capacity to exert a muscle contraction or force against resistance

(5)

- 10.2 Give a short explanation on how to train and develop your body in each one of the above-mentioned components. (5)

TOTAL SECTION C:**GRAND TOTAL: 150**