



ASSESSMENT & EXAMINATIONS

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NSC 2011 CHIEF MARKER'S REPORT

SUBJECT	DANCE STUDIES
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PAPER	1
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DATE OF EXAMINATION:	1 NOVEMBER 2011	DURATION:	3 HOURS
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SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Some of the learners did very well in this paper. Others did not read the questions properly before answering them. They also could not elaborate and explain in detail where the question required it. Where they were asked to name and explain in a question, they simply named and gave a haphazard answer. They were not able to give a detailed explanation of what has been asked in the question, e.g. in questions 1, 3, 4, 5, 10.3, 11, 12, 13. In these questions they were asked to show their understanding of the work that has been covered, but they could not. In some cases where they are answering questions it was clear that the work was taught. The learners did not prepare fully for the examination paper.

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1

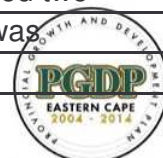
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Dance form/genre:

This question was generally well answered. A lot of candidates received full marks, where some of them did not fare so well.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. Some learners just did not understand this question. They did not understand the

difference between a dance form and dance style. Some learners discussed two different types of African dances. Where this was done only the first one was marked. Others gave a choreography dance work as a dance form.



(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should give learners these types of questions during class room activities so that learners will understand it in the exam.
Learners can be given DVDs which contain different dance forms, to watch, then they could be asked to write a presentation on what they have seen. By doing this, it will enable them to improve their understanding of what a dance form is.
(d) Describe any other specific observations relating to responses of learners
Learners are not able to present their ideas in a planned way. They are unable to elaborate fully, when answering. They cannot differentiate between the dance form and the dance style.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
If teachers do not have DVDs, they can collect old question papers and develop their own classroom tasks and activities in assisting the learners in answering these types of questions.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Choreography/ elements/ improvisation: This question was well answered. There was a few who answered poorly.
The question was straight forward, with a choice between 2.2 and 2.3. Few learners did 2.2. Most chose to do 2.3.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The common error that a few learners did was that they left out 2.1. even though it was a very easy question with many possible answers that you just had to figure out for yourself.
The few who chose to answer 2.2 and did not receive any marks, did so because they tried to figure it out for themselves. This shows that the learners were not taught the choreographic elements in class and had to figure them out for themselves
Very few who did 2.3 got low marks for this question. Some learners did not understand what improvisation is and what its importance in the classroom is, because they gave the answer as they were explaining how it is done in the final practical examination.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers have to do improvisation lessons in class for learners to understand how to use improvisation to develop creativity in their choreographies. The choreographic elements must also be taught and explained fully to learners to know how to understand and explain them.
(d) Describe any other specific observations relating to responses of learners
Learners were unable to elaborate fully. They are unable to express and present their ideas and understanding of the work.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers must explain the choreographic elements when doing choreography lessons with the learners. They must also do improvisation lessons on a regular basis.

QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Choreographer: This question was not always well answered. Very few received high marks
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Most of the learners found this question difficult. The question was very straight forward but learners did not even know where the choreographer was born. They had no knowledge of the choreographer`s training or career. Some of them had no idea what was meant by `stylistic characteristics` and could not give an opinion on why the choreographer is considered as important. Others discussed the choreographer`s dance work instead of the choreographer.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Learners can be given DVDs on the choreographer`s biography. They can be given a research task on the choreographer to present to the class.
Learners can be given tasks to write their own opinion on the choreographer`s biography.
(d) Describe any other specific observations relating to responses of learners
The learner`s responses indicated that the emphasis was more on the dance work than the choreographers biography,
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
It is suggested that teachers do the choreographer`s biography piece by piece, with short tests or homework research in order to get learners to gain knowledge of the choreographer`s biography.
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Choreographer`s dance work: Generally well answered, with a few exceptions.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The common error was that they answered haphazardly. They confused the different dance works. They do not read and understand the question, instead of answering two only as requested they would answer all that is given to them
(c) Provide suggestions for improvement in relation to Teaching and Learning
Learners can be given DVDs on the choreographer`s dance work. They can be given a research task on the dance work to present to the class.
Learners can be given tasks to analyse the movement vocabulary of a choreographer`s dance work.
(d) Describe any other specific observations relating to responses of learners
They did not read up on the choreographers dance work and prepare well for the examination.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.
It is suggested that teachers do the dance work piece by piece, with short tests or homework research in order to get learners to gain knowledge of the dance work.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Indigenous dance: Most learners responded well to this question. Some had an excellent knowledge of indigenous dance.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The common error was that they gave the purpose of the ceremony instead of the purpose of the dance. Some learners wrote about ceremonies where there was no dancing involved. They also mixed up the different cultures, like the costume, movements and formations of the dances.
(c) Provide suggestions for improvement in relation to Teaching and Learning
When they are dealing with a South African ceremonial dance, teachers must focus on one culture in detail so learners can gain a better understanding of a particular culture. Teachers need to explain to learners that there are different dances for different ceremonies and that they should focus on one dance and one ceremony only in particular culture.
(d) Describe any other specific observations relating to responses of learners
The observation is that the learners misinterpreted the question.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
It is suggested that teachers do activities to train the learners to read, analyse and give their understanding of the questions asked. They could also do short tests or homework research in order to get learners to gain knowledge of the different ceremonial dances.
QUESTION 6
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Categories of music instruments: This was a very easy low level question. It was well answered.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The common error was to mix up the different categories of instruments.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Give them pictures to look at and gain knowledge on the different instruments and categories. This will assist the learners to explain the instruments in the different categories.
(d) Describe any other specific observations relating to responses of learners
The mixing up of the different categories and groups of instruments.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Spend time on explaining the instruments and categories of music to learners. Do short tests to test their knowledge of the different categories.

QUESTION 7
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Music notation: Learners did not do well in this question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
They are unable to write music. They do not know how to count the different notes in music.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers to spend more time on explaining and doing exercises on writing and composing simple music notation.
(d) Describe any other specific observations relating to responses of learners
The learner`s responses indicated that they did not have a clear knowledge of the work.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Spend time on explaining what each note count. Do short activities on it with the learners to improve their knowledge of music. Teachers can consult the music teacher at the school or ask the subject advisor to arrange for somebody from another to assist in teaching the music section.
QUESTION 8
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Rhythms/ time signatures/ influence of music on dance: Most of the learners answered this question well.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners were unable to give their own opinions on showing their understanding of how the music influenced their dancing.
They did not know how the music is related to the dance.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers to spend more time on activities where learners are given tasks to explain their own understanding and opinion on the work done.
(d) Describe any other specific observations relating to responses of learners
The learners cannot relate music to their performance in the class.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Give different tasks on music relating to dance and ask the learners to give their opinions.

QUESTION 9
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Musical elements: Most of the learners did not do very well in this question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The common error is that they do not know how to explain the music elements. This could be that they were never taught and explained in detail what each element mean in music and how it is used. It could also mean that they just did not study.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Music elements and its meaning should be introduced early in their training for better understanding.
(d) Describe any other specific observations relating to responses of learners
The learner`s responses indicated that they did not have a clear knowledge of the music section
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
The GET and FET teachers should work together so that music elements can be monitored that they are introduced in the early training. It is also suggested, once this has been explained to learners, that they should be given tests on the music that has been done so that they know that it could be asked in the examination.
The learners can also explain the musical elements used within the music that they have used for their choreographies.
QUESTION 10
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Components of fitness: Generally well answered, except for a few learners.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners had no knowledge of the components of fitness and how they are used in dancing. They were not able to explain how to stretch safely in the dance class.
(c) Provide suggestions for improvement in relation to Teaching and Learning
It is suggested that teachers teach the components of fitness during the practical dance class, so that learners know how the different components of fitness are used in the body to prevent injuries and improve the dance performance.
(d) Describe any other specific observations relating to responses of learners
Learners had no knowledge of the different components of fitness and how it relates to their bodies and how to use it to enhance their dance performance.
They also did not know how to stretch safely in the dance class.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.
The components of fitness should be broken down and explained during dance lessons, so that learners are made aware of its necessity to prevent injuries in the dance class and to improve dance performances. For example, while doing stretching exercises in the class, the teacher can explain why it is important to warm up first, how to warm up, why you should warm up and then how it increases your flexibility, which is only one component of fitness. Similarly they can find ways to teach all the other components of fitness during the dance lessons.
QUESTION 11
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Injuries: Well answered, which proves that injuries has been taught, some just could not explain the treatment as the question requested them to name and explain.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Common error was that they were unable to explain how the treatment of the injury helps the recovery period.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should explain the immediate/ ongoing treatment during dance lessons and how it will aid the recovery of an injury. The acronym should be clearly explained to the learners.
(d) Describe any other specific observations relating to responses of learners
Learners are unable to answer questions where they need to explain in detail. They also do not read the question in order to answer it properly.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers can give learners more activities where they have to give a detailed explanation of what has been asked, maybe this would assist them to improve in the answering of the examination questions.
QUESTION 12
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Injury prevention: Generally well answered, except for some who had no idea how to answer this question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners are not able to give enough information to cover the mark given for a question. They are unable to elaborate fully and put their ideas in a planned manner.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should explain the prevention of injury during dance lessons and how the different precautions should be taken to minimize any injuries during dance lessons.

(d) Describe any other specific observations relating to responses of learners
Learners are unable to answer questions where they need to explain in detail. They also do not read the question in order to answer it properly.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers can give learners more activities where they have to give a detailed explanation of what has been asked, maybe this would assist them to improve in the answering of the examination questions. Give learners verbal or any informal testing on their knowledge on injury prevention. Once again this can be done during dance lessons so that they know how to relate their dance technique to injury prevention.
QUESTION 13
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Nutrition/ hydration/ dehydration: Generally well answered which shows that the work has been covered.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Some learners did not understand the terminology used in the question, e.g hydration, dehydration. They have confused these two words. They were not able to relate the correct eating pattern and the dance performance.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should spend time on explaining the importance of the daily food intake on their dance performance. The importance of hydration and dehydration should also be explained in detail in order for the learners to understand it better.
(d) Describe any other specific observations relating to responses of learners
They seem not to understand the relationship of nutrition and dance performance, and how it enhances their dance performance in the class.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
If a teacher is having a content gap in explaining the importance of nutrition in relationship to dancing, then they can consult the life science teacher within the school to assist them in teaching this part of the work.
QUESTION 14
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Muscles/ anatomical actions: It was well answered. They were able to name the muscles.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners were unable to explain the anatomical action and the body part it moves.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should do this section during the dance class and show how the muscle and anatomical action together with the body part that it moves are related, so that the learner can understand it better. Teachers should also use the correct terminology in class so that they can get used to the terminology, e.g. lift the leg in front of the body should rather be addressed as flexing of the hip.

(d) Describe any other specific observations relating to responses of learners
Learners have hardly any knowledge of the anatomical action of the muscles and its relation to the body.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers can teach the naming of muscles, the anatomical actions and the body parts it moves during dance lessons. They must also use the correct terminology when correcting or teaching the learners, so that they can be familiar with it when it is asked in an examination.

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