



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

DANCE STUDIES

MAY/JUNE 2025

MARKS: 150

TIME: 3 hours

**This question paper consists of 11 pages.
This question paper must be printed in full colour.**

INSTRUCTIONS AND INFORMATION

1. This question paper consists of TWO sections with EIGHT questions in total.
2. SECTION A: SAFE DANCE PRACTICE AND HEALTH CARE (60 marks)
 - Answer ALL FOUR questions in this section.SECTION B: DANCE HISTORY AND LITERACY (90 marks)
 - Answer ALL FOUR questions in this section.
 - You have a choice between QUESTION 7.2 and QUESTION 7.3. If you answer both questions, only the FIRST answer will be marked.
3. Number the answers correctly according to the numbering system used in this question paper.
4. Read each question carefully and take note of what is required.
5. In questions where a marking rubric has been provided, take note of what is required.
6. Read the ACTION VERB in each question to see what is required.

ACTION VERBS USED IN THE QUESTIONS:
LOW-LEVEL QUESTIONS: explain, identify, indicate, list, choose, define, write
MEDIUM-LEVEL QUESTIONS: explain, discuss, evaluate, create, compare, write, provide, substantiate, prepare
HIGH-LEVEL QUESTIONS: evaluate, substantiate, discuss, explain, reflect, provide, describe
7. You may do rough planning in the ANSWER BOOK. Draw a line through any work that should NOT be marked.
8. You will be assessed on your ability to:
 - Write in one language only
 - Use specialist dance terminology, where appropriate
 - Organise and communicate information clearly
 - Use the specific format asked for in certain questions
9. Write neatly and legibly. =

SECTION A: SAFE DANCE PRACTICE AND HEALTH CARE**QUESTION 1: INJURIES**

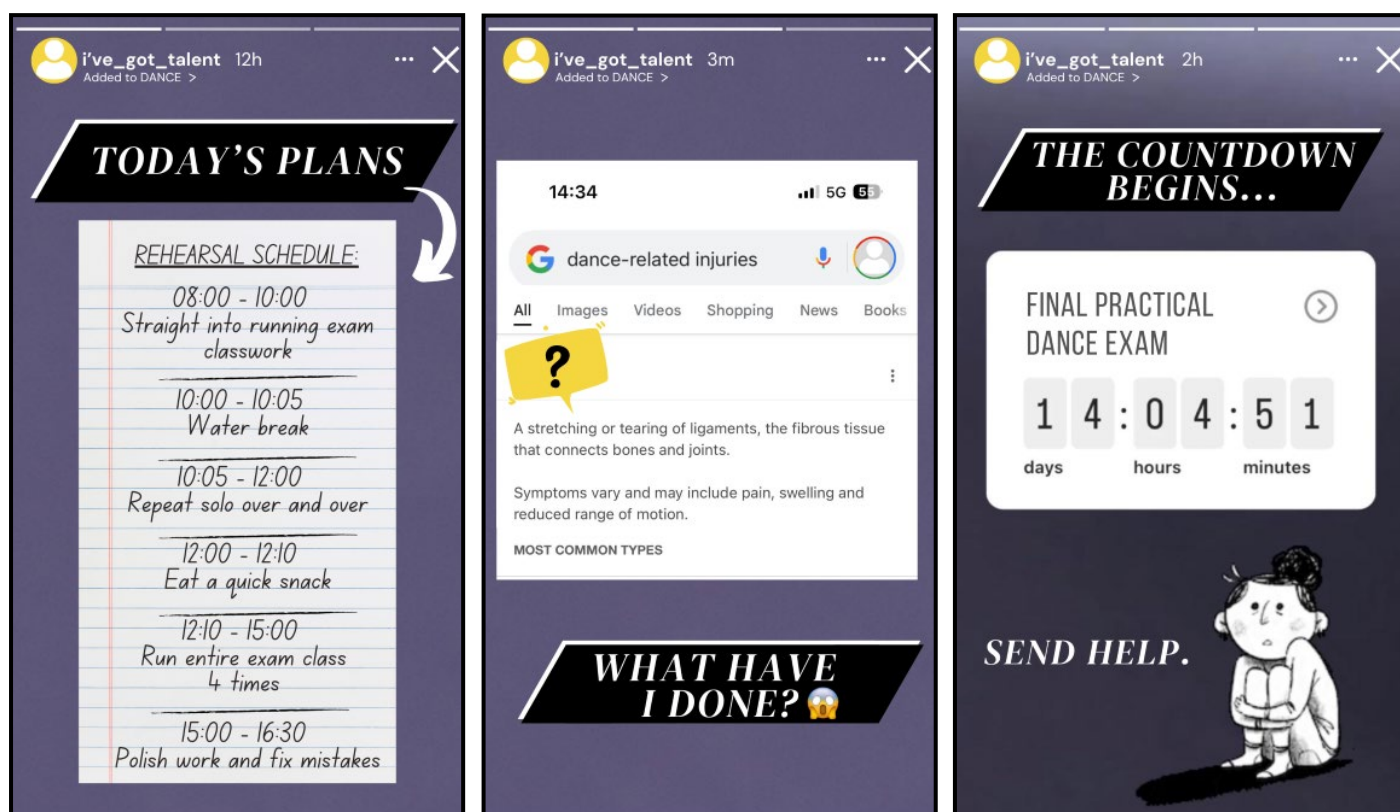
1.1 Explain TWO ways in which EACH of the following factors could cause an injury:

1.1.1 Flooring (2)

1.1.2 Temperature and/or ventilation (2)

1.1.3 Clothing (2)

1.2 Refer to the *Instagram Stories* below and answer the questions that follow.



1.2.1 Identify the dance-related injury in the *Instagram Stories* above. (1)

1.2.2 Explain how RICE could be used to treat the dance-related injury identified in QUESTION 1.2.1. (4)

1.2.3 Evaluate whether the rehearsal schedule above could have contributed to the dance-related injury identified in QUESTION 1.2.1. Substantiate your answer. (4)

[15]

QUESTION 2: COMPONENTS OF FITNESS

2.1 Indicate whether the following statements are TRUE or FALSE. Write only 'true' or 'false' next to the question numbers (2.1.1 to 2.1.5) in the ANSWER BOOK.

- 2.1.1 Reactivity is developed during breathing exercises. (1)
- 2.1.2 Jump exercises develop strength in the leg muscles. (1)
- 2.1.3 Dynamic stretching mobilises the joints. (1)
- 2.1.4 Repetition of exercises will improve a dancer's agility. (1)
- 2.1.5 Cardiovascular endurance could be developed by static stretching. (1)

2.2 Refer to the image below and answer the questions that follow.



[Source: <https://i.pinimg.com/564x/73/41/24/73412468de17b5fa282c784aa73b2ca0.jpg>]

- 2.2.1 Evaluate the role of core stability while performing the movement in the image above. Substantiate your answer with examples. (3)
- 2.2.2 Discuss how the dancer in the image above is using flexibility in different areas of the body. (3)
- 2.3 2.3.1 Explain how a lack of endurance could affect a dancer's performance. (5)
- 2.3.2 Explain how a dancer could develop endurance inside and outside the dance class. (4)

QUESTION 3: GENERAL HEALTH CARE

- 3.1 Discuss how sleep/rest contributes to optimal performance in dance. (3)
- 3.2 Evaluate how following a balanced diet enriches a dancer's physical well-being. (3)
- 3.3 Explain how group dynamics in the dance class could influence a dancer's self-confidence. (4)
- [10]**

QUESTION 4: DANCE PERFORMANCE

- 4.1 List FIVE stage conventions. (5)
- 4.2 Reflect on how commitment to daily practice could benefit a dancer's performance. (4)
- 4.3 Name your dance major.
- Discuss how the principles of your dance major contribute to achieving movement quality. (6)
- [15]**

TOTAL SECTION A: 60

SECTION B: DANCE HISTORY AND LITERACY**QUESTION 5: IMPROVISATION AND CHOREOGRAPHY**

- 5.1 Give ONE word/term for EACH of the following descriptions by choosing a word/term from the list below. Write only the word/term next to the question numbers (5.1.1 to 5.1.6) in the ANSWER BOOK.

rhythm; tempo; pitch; syncopation; harmony; melody; timbre; pulse
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- | | | |
|-------|---|-----|
| 5.1.1 | How high or low a note is | (1) |
| 5.1.2 | The unique sound quality of an instrument | (1) |
| 5.1.3 | The speed of the music | (1) |
| 5.1.4 | A recognisable tune | (1) |
| 5.1.5 | Music notes played together to create a pleasing sound | (1) |
| 5.1.6 | Accenting the weak or half beat | (1) |
| 5.2 | Define the following terms: | |
| 5.2.1 | Improvisation | (1) |
| 5.2.2 | Choreography | (1) |
| 5.2.3 | Stimulus | (1) |
| 5.3 | Discuss how improvisation could assist you when choreographing a dance. | (6) |

5.4 Refer to the image below and answer the questions that follow.



[Source: <https://i.pinimg.com/originals/b2/4c/47/b24c4712339560980d87b2d5eccda5c6.jpg>]

- 5.4.1 Provide your own interpretation of the performance shown in the image above. Substantiate your answer with examples. (4)
- 5.4.2 Describe how you would recreate your interpretation, as provided in the answer to QUESTION 5.4.1, in a site-specific space. Substantiate your answer with detailed descriptions of symbolic meaning. (6)
[25]

QUESTION 6: DANCE LITERACY

- 6.1 List FIVE functions of dance. (5)
- 6.2 Write a paragraph discussing the history and/or development of your dance major. (10)
- 6.3 Create a poster comparing cultural and theatrical dance. (10)

NOTE: You do NOT have to use colour in your design.

The rubric for QUESTION 6.3 is provided below.

MARKING RUBRIC

CRITERIA	
HIGH LEVEL 7–10	<ul style="list-style-type: none">• Creative design and excellent organisation shown• In-depth understanding of cultural and theatrical dance• Excellent ability to compare various areas of cultural and theatrical dance
MEDIUM LEVEL 4–6	<ul style="list-style-type: none">• Adequate/Good design and adequate/good organisation shown• Adequate/Good understanding of cultural and theatrical dance• Adequate/Good ability to compare various areas of cultural and theatrical dance
LOW LEVEL 0–3	<ul style="list-style-type: none">• Minimal/No design and minimal/no organisation shown• Minimal/No understanding of cultural and theatrical dance• Minimal/No ability to compare various areas of cultural and theatrical dance

[25]

QUESTION 7: DANCE WORK

Choose ONE dance work that you have studied from the prescribed list below.

INTERNATIONAL CHOREOGRAPHERS	DANCE WORKS
George Balanchine	<i>Apollo</i>
Alvin Ailey	<i>Revelations</i>
Martha Graham	<i>Lamentation</i>
Christopher Bruce	<i>Ghost Dances</i>

SOUTH AFRICAN CHOREOGRAPHERS	DANCE WORKS
Veronica Paeper	<i>Orpheus in the Underworld</i>
Vincent Mantsoe	<i>Gula Matari</i>
Alfred Hinkel	<i>Bolero OR Cargo</i>
Sylvia Glasser	<i>Tranceformations</i>
Mavis Becker	<i>Flamenco de Africa</i>
Hazel Acosta	<i>Blood Wedding</i>
Gregory Maqoma	<i>Four Seasons OR Skeleton Dry</i>

Name the dance work you have chosen and answer the questions that follow.

7.1 Write an essay on your chosen dance work and include the following information:

- Synopsis/Theme/Intent
- Movement vocabulary and its symbolic meaning
- Music/Accompaniment and its symbolic meaning

(15)

NOTE: The rubric for QUESTION 7.1 is on page 10.

MARKING RUBRIC

CRITERIA	
OUTSTANDING 12–15	<ul style="list-style-type: none"> • Excellent flow and organisation of information • Provides a detailed synopsis/theme/intent • In-depth understanding of movement vocabulary and music/accompaniment and its symbolic meaning
SUBSTANTIAL 10–11	<ul style="list-style-type: none"> • Good flow and organisation of information • Provides a good synopsis/theme/intent • Good understanding of movement vocabulary and music/accompaniment and its symbolic meaning
ADEQUATE 8–9	<ul style="list-style-type: none"> • Adequate flow and organisation of information • Provides an adequate synopsis/theme/intent • Adequate understanding of movement vocabulary and music/accompaniment and its symbolic meaning
SATISFACTORY 5–7	<ul style="list-style-type: none"> • Basic flow and organisation of information • Provides a basic synopsis/theme/intent • Basic understanding of movement vocabulary and music/accompaniment and its symbolic meaning
NOT ACHIEVED 0–4	<ul style="list-style-type: none"> • Minimal/No flow and organisation of information • Minimal/No synopsis/theme/intent provided • Minimal/No understanding of movement vocabulary and music/accompaniment and its symbolic meaning

NOTE: You have a choice between QUESTION 7.2 and QUESTION 7.3.
Answer only ONE of these questions.

- 7.2 Give a substantiated opinion on the level of performance by the dancers in the dance work. (5)

OR

- 7.3 Provide a substantiated opinion on the choreographer's use of production elements to convey the intent of the dance work. Do NOT refer to music/accompaniment in your answer. (5)

NOTE: QUESTION 7.4 is COMPULSORY.

- 7.4 Discuss how analysing the dance work could influence your choreographic process. Substantiate with examples. (5)
[25]

QUESTION 8: CHOREOGRAPHER

Choose ONE choreographer that you studied from the prescribed list below.

SOUTH AFRICAN CHOREOGRAPHERS	INTERNATIONAL CHOREOGRAPHERS
Alfred Hinkel	Alvin Ailey
Gregory Maqoma	Martha Graham
Sylvia Glasser	George Balanchine
Veronica Paeper	Christopher Bruce
Vincent Mantsoe	
Mavis Becker	
Hazel Acosta	

You have been tasked with preparing a speech to introduce the choreographer at a Dance and Theatre Conference. Name the choreographer you have chosen.

Prepare FOUR cue cards for your speech which include the following:

- Background
- Dance training and professional career
- Influences
- Awards/Recognition/Contributions

MARKING RUBRIC

CRITERIA	
OUTSTANDING 12–15	<ul style="list-style-type: none"> • Excellent organisation of relevant information for cue cards • In-depth understanding of choreographer • Addresses all four bullets excellently
SUBSTANTIAL 10–11	<ul style="list-style-type: none"> • Good organisation of relevant information for cue cards • Good understanding of choreographer • Addresses all four bullets well
ADEQUATE 8–9	<ul style="list-style-type: none"> • Adequate organisation of relevant information for cue cards • Adequate understanding of choreographer • Addresses all four bullets adequately
SATISFACTORY 5–7	<ul style="list-style-type: none"> • Basic organisation of relevant information for cue cards • Basic understanding of choreographer • Address all four bullets in a basic way
NOT ACHIEVED 0–4	<ul style="list-style-type: none"> • Minimal/No organisation of relevant information for cue cards • Minimal/No understanding of choreographer • May/May not address all four bullets

[15]

TOTAL SECTION B: 90
GRAND TOTAL: 150