

FOR OFFICIAL USE



National  
Qualifications  
SPECIMEN ONLY

Mark

**S818/75/01**

**Dance**

Date — Not applicable

Duration — 1 hour



Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

**Total marks — 30**

**SECTION 1 — EVALUATION OF TECHNICAL AND PERFORMANCE SKILLS — 10 marks**

Attempt ALL questions.

**SECTION 2 — KNOWLEDGE AND UNDERSTANDING OF A DANCE STYLE — 10 marks**

Attempt ALL questions.

**SECTION 3 — EVALUATION OF A PROFESSIONAL CHOREOGRAPHY — 10 marks**

Attempt ALL questions.

Write your answers clearly in the spaces provided in this booklet. Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



**SECTION 1 — EVALUATION OF TECHNICAL AND PERFORMANCE SKILLS —  
10 marks**

**Attempt ALL questions**

Base your answers on a performance you have taken part in during the Dance course.

Identify a technical weakness in your own dance performance.

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1. (a) Explain the overall impact this had on your performance.

2

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(b) Describe what you could do to improve this technical weakness.

2

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**SECTION 2 — KNOWLEDGE AND UNDERSTANDING OF A DANCE STYLE — 10 marks**

**Attempt ALL questions**

Base your answers on your knowledge and understanding of a selected dance style.

Select a dance style that you have studied during the course.

Selected dance style: \_\_\_\_\_

4. Identify and describe two style-specific steps from your selected dance style. **4**

Step 1:

\_\_\_\_\_

Description of step 1:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Step 2:

\_\_\_\_\_

Description of step 2:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



5. (a) Where did your selected dance style originate?

1

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(b) When did your selected dance style originate?

1

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(c) Describe in detail how your selected dance style has changed over time.

2

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6. Describe in detail **one** key characteristic of your selected dance style.

2

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[Turn over



\* S 8 1 8 7 5 0 1 0 5 \*

**SECTION 3 — EVALUATION OF A PROFESSIONAL CHOREOGRAPHY — 10 marks****Attempt ALL questions**

Base your answers on a professional choreography you have studied during the Dance course.

Name the piece of professional choreography you have selected and state the theme/intentions of the piece.

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7. Describe a key movement or motif of the piece that helps to convey its theme/intentions.

2

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9. Identify **one** theatre art used in your selected piece.

Theatre art: \_\_\_\_\_

(a) Describe how this theatre art contributes to the theme/intentions of the piece.

2

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(b) Identify another theatre art that could be added to your selected piece.

Theatre art: \_\_\_\_\_

Explain the impact this theatre art could have on the piece.

2

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[END OF SPECIMEN QUESTION PAPER]





MARKS DO NOT  
WRITE IN  
THIS  
MARGIN

ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK



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MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK



\* S 8 1 8 7 5 0 1 1 0 \*



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**S818/75/01**

**Dance**

## Marking Instructions

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These marking instructions have been provided to show how SQA would mark this specimen question paper.

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## General marking principles for National 5 Dance

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Candidates who do not respond to all aspects of a question cannot be awarded the full range of marks.
- (d) Candidates could refer to a choreography that is unknown to the marker. Markers should use their professional judgement.
- (e) Candidates are expected to use dance terminology throughout.

### Overview

The purpose of the question paper is to assess breadth of knowledge and depth of understanding from across the course, and the application of this knowledge to answer appropriately challenging questions.

Section 1 asks candidates to give a personal evaluative response of self.

Section 2 asks candidates to demonstrate knowledge and understanding of a chosen dance style.

Section 3 asks candidates to give a personal evaluative response to a professional piece of choreography for two or more dancers.

## Marking instructions for each question

### SECTION 1

Question		Expected response	Max mark	Additional guidance
1.	(a)	<p>Candidates are asked to identify one technical weakness in their own dance performance. No marks are awarded for this.</p> <p>Candidates are asked to explain the overall impact this technical weakness had on their own dance performance.</p> <ul style="list-style-type: none"> <li>Detailed response explaining the impact of a technical weakness on their own performance <b>(2 marks)</b></li> <li>Straightforward response explaining the impact of a technical weakness on their own performance <b>(1 mark)</b></li> </ul>	2	<p>A technical weakness could be:</p> <ul style="list-style-type: none"> <li>turnout</li> <li>parallel</li> <li>centring</li> <li>balance</li> <li>posture</li> <li>alignment</li> <li>stamina</li> <li>strength</li> <li>flexibility</li> </ul> <p>Example of a 2-mark response:</p> <p>“My weakness is turnout and this meant that I could not perform my side-split leap with turnout from the hips which meant my legs were not in the correct position or fully extended.”</p> <p>Example of a 1-mark response:</p> <p>“My weakness is posture and this meant that my shoulders were lifted during my pirouette.</p>

Question		Expected response	Max mark	Additional guidance
	(b)	<p>Candidates are asked to describe what they could do to improve the technical weakness identified in 1(a).</p> <p>1 mark is awarded for a clear action put in place to improve the weakness identified in 1(a).</p> <p>1 mark is awarded for a further development of the first point.</p> <p><b>OR</b></p> <p>The further mark is available for identifying a second action.</p> <p>Candidates can only access 1 mark if the action put in place does not directly relate to the weakness identified, but the justification/development point is sound.</p>	2	<p>A range of actions could be put in place to improve on the weakness.</p> <p>These could include:</p> <ul style="list-style-type: none"> <li>• strength-building exercises</li> <li>• conditioning exercises</li> <li>• technical exercises</li> <li>• taking extra classes</li> </ul> <p>This list is not prescriptive or exhaustive.</p>
2.		<p>Candidates are asked to give an example of how centring and balance could have a positive effect on their own performance.</p> <p>1 mark is awarded for a clear example of how centring and balance had a positive effect on their own performance.</p> <p>1 further mark is awarded for development of the above.</p>	2	<p>Possible candidate responses:</p> <p>“Good centring and balance allowed me to perform with smooth transitions, (1 mark) and help me perform a front kick with control and confidence.” (1 mark)</p>

Question		Expected response	Max mark	Additional guidance
3.		<p>Candidates are asked to select two performance qualities and explain why these are important to their own performance.</p> <p><b>2 + 2</b></p> <p>For each option:</p> <ul style="list-style-type: none"> <li>Detailed explanation of why this was important <b>(2 marks)</b></li> <li>Straightforward explanation of why this was important <b>(1 mark)</b></li> </ul>	4	<p>Examples of a 2-mark response:</p> <p>“Timing is important when performing because it allows me to stay in time with the rhythm of the routine and be ready for the next step.”</p> <p>“Self-expression is important when performing. I used headlines and smiled in my performance to engage and excite the audience.”</p> <p>Example of a 1-mark response:</p> <p>“My use of breath in contemporary added to my performance.”</p>

## SECTION 2

Question		Expected response	Max mark	Additional guidance
4.		<p>Candidates are asked to identify and describe two style-specific steps from their selected dance style.</p> <p>There are 2 marks available for each description.</p> <ul style="list-style-type: none"> <li>Detailed description of skill (2 marks)</li> <li>Straightforward description of skill (1 mark)</li> </ul>	4	<p>For example:</p> <p>Step – isolation</p> <p>“Moving one body part in isolation whilst keeping the rest of the body still. For example, rib, shoulder, hip.” (2 marks)</p> <p>“Moving one part of the body.” (1 mark)</p>
5.	(a)	<p>Candidates are expected to give an accurate response about <b>where</b> their selected dance style originated.</p>	1	<p>Acceptable responses could include a specific location, place or country.</p> <p>A one-word answer is a sufficient response.</p> <p>Example – jazz</p> <p>“Africa” or “America”</p>
	(b)	<p>Candidates are expected to give an accurate response about <b>when</b> their selected dance style originated.</p>	1	<p>Acceptable responses could include a century, time-period or specific year.</p> <p>Example – jazz</p> <p>“Late 1800s” or “19th century”</p>



Question		Expected response	Max mark	Additional guidance
5.	(c)	<p>Candidates are asked to describe in detail how their selected dance style has changed over time.</p> <ul style="list-style-type: none"> <li>Detailed response describing how the dance style has changed over time</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Two different points describing how the dance style has changed over time (2 marks)</li> <li>Straightforward response describing how the dance style has changed over time (1 mark)</li> </ul>	2	<p>The response could make reference to music, choreographer's influence, influence from other dance styles, cultural changes or any other relevant influential factor.</p> <p>Example of a 2-mark response:</p> <p>“Jazz dance has been influenced by music and choreographers over time to create a street style of Jazz, using popular music and commercial movements as seen today.”</p> <p>Example of a 1-mark response:</p> <p>“Jazz dance has been influenced by a change in music over time.”</p>
6.		<p>Candidates are asked to describe in detail one key characteristic of their selected dance style.</p> <ul style="list-style-type: none"> <li>Detailed description of a key characteristic of their selected dance style (2 marks)</li> <li>Straightforward description of a key characteristic of their selected dance style (1 mark)</li> </ul>	2	<p>Example response:</p> <p>“The costume for hip hop is usually loose-fitting urban streetwear with trainers.” (2 marks)</p> <p>“The costume for hip hop is usually urban streetwear.” (1 mark)</p>

### SECTION 3

Question		Expected response	Max mark	Additional guidance
7.		<p>Candidates are asked to name a piece of professional choreography they have studied during the course and to state the theme/intentions of this piece. No marks are awarded for this.</p> <p>Candidates are asked to describe a key movement or motif of the professional choreography.</p> <p>Award 1 mark for any appropriate description of movement, or movements, performed within a motif.</p> <p>Award a further mark for explaining how the movement relates to the theme.</p>	<p>1</p> <p>1</p>	If the candidate's interpretation is justified in relation to the theme they can access both marks.
8.		<p>Candidates are asked to select two choreographic devices and explain in what ways the choreographer has used them to portray the theme/intentions of the piece.</p> <ul style="list-style-type: none"> <li>• 1 mark for describing the use of the choreographic device</li> <li>• 1 mark for relating this device to the theme</li> </ul> <p>There are 2 marks available for each choreographic device.</p>	4	If the candidate discusses only one device in detail within the response, award a maximum of 2 marks.

Question		Expected response	Max mark	Additional guidance
9.	(a)	<p>Candidates are asked to select one theatre art used in the selected piece. No marks are awarded for this.</p> <p>Candidates are then asked to describe how this theatre art contributes to the theme/intentions of the piece.</p> <ul style="list-style-type: none"> <li>• Clear description of the use of a theatre art (1 mark)</li> <li>• Clear link made between the theatre art used and the theme or intentions of the choreography (1 mark)</li> </ul>	2	<p>Candidates could refer to any of the following theatre arts:</p> <ul style="list-style-type: none"> <li>• lighting</li> <li>• sound</li> <li>• props</li> <li>• set design</li> <li>• make-up and hair</li> <li>• costume</li> </ul>

Question		Expected response	Max mark	Additional guidance
	(b)	<p>Candidates are asked to select a theatre art that they could add to create an impact on the choreography.</p> <ul style="list-style-type: none"> <li>Detailed response that explains the impact of the selected theatre art on the choreography (2 mark)</li> <li>Straightforward response that explains the impact of the selected theatre art on the choreography (1 mark)</li> </ul>	2	<p>If the candidate gives only a description of a theatre art, award no marks.</p> <p>Examples of a 2-mark response:</p> <p>“Lighting – give appropriate mood/atmosphere, more realistic, focus attention on an area of the stage or dancer, help to build tension.”</p> <p>“Props – add to the realism, help to represent a character, situation, theme or time-period, help to enhance the meaning of the dance.”</p> <p>“Stage design – backdrop to help represent the theme, large items placed on the stage to help set a scene or time-period.”</p> <p>Example of a 1-mark response:</p> <p>“Set – more realistic for the audience, create atmosphere or mood or tension.”</p> <p>This list is not exhaustive.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]