



National  
Qualifications  
2018

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**2018 Dance**

**National 5**

**Finalised Marking Instructions**

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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 access 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 in order to access the full range of marks.

### 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 describe one technical exercise they worked on in class to maintain the technical strength identified.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> <li>given a detailed description of a technical exercise used in class to maintain the strength identified<br/><b>(2 marks)</b></li> <li>given a straightforward description of a technical exercise used in class to maintain the strength identified.<br/><b>(1 mark)</b></li> </ul> | 2        | <p>A technical strength 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>The description must be linked to the technical strength identified and the response should include a technical exercise appropriate to dance practice.</p> <p>Example 2 mark response:</p> <p>‘At the beginning of each technique class we do a cardio and conditioning warm up that consists of planks, crunches and sit ups. A sit up is where you lie flat on the floor with feet on the floor and legs in a ‘V’ or triangle position. You then raise your body and sit up until you reach your legs. By doing this I am able to maintain my core strength and even improve further by increasing the times repeated or the difficulty level.’</p> <p>Example 1 mark response:</p> <p>‘If I stand on one leg and bring the other leg up to my knee with my arms straight and hold for 8 counts it develops my balance better.’</p> |

| Question |     | Expected response   | Max mark | Additional guidance  |
|----------|-----|---|----------|--|
|          | (b) | <p>Candidates are asked to explain in what way the technical strength identified in (a) enhanced their overall dance performance.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> <li>given a detailed explanation of how the technical strength enhanced their overall dance performance<br/>(2 marks)</li> <li>given a straightforward explanation of how the technical strength enhanced their overall dance performance.<br/>(1 mark)</li> </ul> | 2        | <p>Example of a 2 mark response for core strength:</p> <p>‘This technical strength enhanced my overall performance as it meant I was able to transition from floor to standing and vice versa effortlessly, which equally made my performance aesthetically pleasing and flawless for the audience.’</p> <p>Example of a 1 mark response for leg strength:</p> <p>‘Working on my echappe sautés maintained good explosive leg strength and allowed me to jump high in my jetes.’</p> |

| Question | Expected response  | Max mark | Additional guidance  |
|----------|--|----------|--|
| 2.       | <p>Candidates are asked to give an example of how posture and alignment have a negative impact on their own performance.</p> <p><b>1 mark</b> is awarded for a clear example of how alignment and posture could have a negative effect on their own performance.</p> <p><b>1 further mark</b> is awarded for development of the above.</p> | 2        | <p>Example of a <b>2 mark</b> response:</p> <p>‘Alignment and posture could have a negative effect on my performance as it may come across or convey to the audience that I am bored or don’t want to be there. For example, if I were to be hunched over it may seem lazy or uninterested from the audience’s perspective. It can also have a negative effect as it may cause injury. If I were to be performing a pirouette exercise and I was leaning and putting pressure on only one side of my body I could strain my muscles or hips.’</p> <p>Example of a <b>1 mark</b> response:</p> <p>‘Alignment and posture can have a negative impact on my performance because it looks like my back and arms are not straight and I’m not trying properly.’</p> |

| Question |     | Expected response  | Max mark | Additional guidance   |
|----------|-----|--|----------|---|
| 3.       | (a) | <p>Candidates are asked to select a performance skill and describe a task they took part in to improve the selected performance skill.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> <li>given a detailed description of the activity selected to improve their performance quality<br/>(2 marks)</li> <li>given a straightforward description of the activity selected to improve their performance quality.<br/>(1 mark)</li> </ul> | 2        | <p>Responses may include:</p> <ul style="list-style-type: none"> <li>self-assessment</li> <li>peer-assessment</li> <li>teacher feedback</li> <li>comparison to model performer</li> <li>watching video footage</li> <li>extra practice.</li> </ul> <p>Example 2 mark response:</p> <p>‘I filmed my jazz solo exam piece and then watched it back taking notes on self-expression and how I could improve within my performance and where they would work best. I then watched a model performer also do a jazz solo and took notes enhancing my own performance. I then practiced for a long time before giving someone my notes and improvements whilst I performed to see if I had reached my goal to use more self-expression. They then gave me feedback.’</p> <p>Example 2 mark response:</p> <p>‘I took part in improvisation workshops to improve my musicality. The class listened to different genres of music to identify the volume, intensity, tempo and rhythms thinking about how the songs made us feel. Then performed trying to interpret the mood and feel of the song through my movements, the quality of movements changed with the tempo and energy of the songs.’</p> <p>Example 1 mark response:</p> <p>‘A task I took part in was performing a sequence of moves looking in the mirror to make sure I have the correct body language and facial expressions to go with the sequence or the music.’</p> |

| Question |     | Expected response  | Max mark | Additional guidance   |
|----------|-----|--|----------|---|
|          | (b) | <p>Candidates are asked to evaluate in what way the task helped to enhance their selected performance skill.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> <li>given a detailed evaluation of how the performance skill enhanced their own dance performance<br/>(2 marks)</li> <li>given a straightforward evaluation of how the performance skill enhanced their own dance performance.<br/>(1 mark)</li> </ul> | 2        | <p>Example of a 2 mark response:</p> <p>‘This was useful as I had two different perspectives evaluating my performance – myself and a peer. By watching a model performer, I was also able to bring a new flare to the choreography that no one else had by giving a lively performance and smiling, this therefore caught the eye of my examiner.’</p> <p>Example of a 2 mark response:</p> <p>‘Working on improving my musicality meant I was confident when performing my solo to interpret the tempo, energy and feel of the music through my movements. I was able to highlight fast and slow points in the music through the quality of my moves connecting with the music to make my performance more interesting to watch for the audience.’</p> <p>Example of a 1 mark response:</p> <p>‘It helped to enhance my performance because now when I perform I use facial expressions to show my emotions and body language.’</p> |

SECTION 2

| Question |     | Expected response   | Max mark | Additional guidance   |
|----------|-----|---|----------|---|
| 4.       | (a) | <p>The candidate is asked to state the time and place their selected dance style originated.</p> <p><b>2 marks</b> are awarded if the candidate has:</p> <ul style="list-style-type: none"> <li>stated when the style originated<br/>(1 mark)</li> <li>stated where the style originated.<br/>(1 mark)</li> </ul>   | 2        | <p>Example of a <b>2 mark</b> response:</p> <p>‘Contemporary dance was founded in the late 19<sup>th</sup> to early 20<sup>th</sup> century in America and Europe.’</p> <p>Due to the nature of responses acceptable for this question, across the variety of dance styles, it is important that marks are not awarded for contradictory information. For example, the following response would only access <b>1 mark</b>:</p> <p>‘Jazz was founded in New Orleans in the 19<sup>th</sup> Century.’</p>   |
|          | (b) | <p>The candidate is asked to describe the development of their selected dance style from its origin to the present day.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> <li>given a detailed description of the development of their chosen dance style<br/>(3 marks)</li> <li>given a straightforward description of the development of their chosen dance style<br/>(2 marks)</li> <li>given a limited description of the development of their chosen dance style.<br/>(1 mark)</li> </ul> | 3        | <p>To access the full range of marks reference must be made to origin and present day, otherwise a <b>maximum of 1 mark</b> can be awarded.</p> <p>Example of a <b>3 mark</b> response:</p> <p>‘Contemporary originally had major influences from Indian yoga and zen Buddhism making the movement more free flowing and less technical, rebelling from the strict technique, upright posture and placement of Ballet. Nowadays contemporary dance is widely used in film and TV, being brought to the west end by choreographers such as Twyla Tharp.’</p> <p>Example of a <b>3 mark</b> response:</p> <p>‘In the 19<sup>th</sup> century Jazz was heavily influenced by African roots this means that African tribe dances were mimicked as a form of entertainment including moves like isolations and flexed feet performed with low centre of gravity. Styles like tap, lindy hop and the jitterbug evolved during this time. Jazz style emerged and was performed in clubs across America, it was influenced by</p> |

| Question |     |  | Expected response   | Max mark | Additional guidance   |
|----------|-----|--|---|----------|---|
|          |     |  |   |          | choreographers like Bob Fosse and current choreographers like Brian Freeman showcase the style on popular talent shows on TV.'  |
| 5.       |     |  | The candidate is asked to identify one key characteristic of their chosen dance style.  | 1        | <p>Responses may include:</p> <ul style="list-style-type: none"> <li>the use of swords in highland</li> <li>the use of breath in contemporary</li> <li>the use of jazz hands</li> <li>the use of syncopated rhythms in tap.</li> </ul>  |
| 6.       | (a) |  | <p>Candidates are asked to describe one style-specific travelling step from their selected dance style.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> <li>given a detailed description of travelling step<br/>(2 marks)</li> <li>given a straightforward description of travelling step.<br/>(1 mark)</li> </ul> | 2        | <p>Example of a 2 mark response:</p> <p>'Kicks crossing the floor.</p> <p>Start with one foot pointed in front and your arms straight out to the side at 180 degrees. Make sure your shoulders are back and your back is straight. Step onto the leg that's pointed and swoosh your other leg into the air making sure it's straight and with a pointed toe. When bringing this down step on it and repeat on the other leg continuing until you reach your destination.'</p> <p>Example of a 1 mark response:</p> <p>'Step ball-change.</p> <p>Stepping out on your right foot then stepping behind on your left foot then stepping forward again on your right foot.'</p> <p>If the candidate demonstrates an understanding of the style specific step, however the step cannot be accurately executed based on the description provided, then a <b>maximum of 1 mark</b> can be awarded.</p> <p>In the spirit of positive marking, if the candidate has provided a detailed description of a step that is not style specific they can be awarded a <b>maximum of 1 mark</b>.</p> |

| Question |     | Expected response  | Max mark | Additional guidance  |
|----------|-----|--|----------|--|
|          | (b) | <p>Candidates are asked to describe one style-specific step from their selected dance style.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> <li>given a detailed description of step<br/>(2 marks)</li> <li>given a straightforward description of step.<br/>(1 mark)</li> </ul> | 2        | <p>Example of a 2 mark response:</p> <p>‘5 beat cramp roll.</p> <p>beat 1 – brush forward right foot<br/>beat 2 – right foot demi pointe<br/>beat 3 – left foot demi pointe<br/>beat 4 – lower the right heel<br/>beat 5 – lower the left heel.’</p> <p>Example of a 1 mark response:</p> <p>‘A balancé is where the dancer alternates feet by going ‘down-up-down’ usually into the count of threes.’</p> <p>If the candidate demonstrates an understanding of the style specific step, however the step cannot be accurately executed based on the description provided, then a <b>maximum of 1 mark</b> can be awarded.</p> <p>In the spirit of positive marking, if the candidate has provided a detailed description of a step that is not style specific they can be awarded a <b>maximum of 1 mark</b>.</p> |

SECTION 3

| Question | Expected response   | Max mark | Additional guidance   |
|----------|---|----------|---|
| 7.       | <p>Candidates are asked to describe one choreographic device that helps to convey the theme/intentions of the piece.</p> <p>Award <b>1 mark</b> for any appropriate description of a valid choreographic device used within the piece.</p> <p>Award <b>1 further mark</b> for detailed description of how the device conveys the theme/intentions of the piece.</p> | <b>2</b> | <p>Marks should be awarded for any valid choreographic device explained within the response.</p> <p>Examples of devices:</p> <ul style="list-style-type: none"> <li>• use of motif/motif development</li> <li>• canon</li> <li>• unison</li> <li>• mirroring</li> <li>• partner work</li> <li>• retrograde.</li> </ul> <p>This list is not exhaustive.</p> <p>Example <b>2 mark</b> response:</p> <p>‘Juxtaposition is used throughout the piece; this is when dancers perform at the same time but with different motifs. This is used in the choreography to point out a real life waiting room and all the different walks of life and backgrounds that can be found.’</p> <p>Example <b>1 mark</b> response:</p> <p>‘A choreographic device used is motif development. This is used as the short movement phrase is performed in different directions and speeds throughout the performance.’</p> |

| Question |     | Expected response   | Max mark | Additional guidance  |
|----------|-----|---|----------|--|
| 8.       | (a) | <p>Candidates are asked to describe the use of space within the choreography.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> <li>given a detailed description of the use of space within the choreography<br/>(2 marks)</li> <li>given a straightforward description of the use of space within the choreography.<br/>(1 mark)</li> </ul> | 2        | <p>Examples of use of space:</p> <ul style="list-style-type: none"> <li>levels</li> <li>formations</li> <li>floor plans</li> <li>travelling</li> <li>spatial patterns</li> <li>pathways</li> <li>shape.</li> </ul> <p>This list is not exhaustive.</p> <p>Example 2 mark response:</p> <p>‘At one point in the choreography all dancers are seen to be sitting side by side on the waiting room chairs emphasising the close proximity between them. The choreographer also uses levels effectively during the number to convey different emotions.’</p> <p>(To access 2 marks the candidate could have discussed proximity in detail, however has chosen to describe other ways in which the choreographer has used the space.)</p> <p>Example 1 mark response:</p> <p>‘For use of space the dancers are all in chequered boxes and they have to stay in the formation until they complete the sequence.’</p> |

| Question | Expected response  | Max mark | Additional guidance   |
|----------|--|----------|---|
| (b)      | <p>The candidate is asked to explain in what way the use of space helps to communicate the theme/intentions of the choreography.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> <li>• given a detailed explanation of the way the use of space helps communicate the theme/intention described in (a)<br/><b>(2 marks)</b></li> <li>• given a straightforward explanation of the way the use of space helps communicate the theme/intention described in (a).<br/><b>(1 mark)</b></li> </ul> | <b>2</b> | <p>The response may include:</p> <ul style="list-style-type: none"> <li>• highlight dancers or groups of dancers</li> <li>• make clear the status of each dancer/character</li> <li>• levels may reflect emotions and feelings</li> <li>• formations may reflect picture, order, status or repeated cycle</li> <li>• floorplan may represent for example, escaping, following or drifting, migrating or dancer's journey.</li> </ul> <p>This list is not exhaustive.</p> <p>Example <b>2 mark</b> response:</p> <p>'The use of levels is used to represent the different emotions – for example some dancers lying on the floor representing they are weak and are struggling to cope with the news they've been given, whilst some dancers such as the doctors are seen to be raised on the chairs showing they are fighting for someone's life.'</p> <p>Example <b>1 mark</b> response:</p> <p>'The formation shows the theme of a carnival as everyone has a designated area of which they perform.'</p> |

| Question |     | Expected response  | Max mark | Additional guidance  |
|----------|-----|--|----------|--|
| 9.       | (a) | <p>The candidate is asked to describe in what way the selected theatre art is used within the piece.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> <li>given a detailed description of how the selected theatre art is used within the piece<br/>(2 marks)</li> <li>given a straightforward description of how the selected theatre art is used within the piece.<br/>(1 mark)</li> </ul> | 2        | <p>The response may include:</p> <ul style="list-style-type: none"> <li>costume – garment, accessories, colour, material</li> <li>lighting – the use of coloured gels, strobe, uplighting, gobos, or different lights used</li> <li>set design – furniture, flats, scenery.</li> </ul> <p>This list is not exhaustive.</p> <p>Example 2 mark response:</p> <p>‘Blue lighting (a gel) is used down stage over the ghosts. Lighting is then used again to highlight the people as they come in (a yellow gel).’</p> <p>Example 1 mark response:</p> <p>‘A simple line of stereotypical waiting room chairs are used in the choreography. This paints a clear picture for the audience before the music even starts.’</p> |

| Question | Expected response   | Max mark | Additional guidance   |
|----------|---|----------|---|
| (b)      | <p>The candidate is asked to explain the impact this theatre art has on the mood and atmosphere of the piece.</p> <p>The candidate has:</p> <ul style="list-style-type: none"> <li>• given a detailed explanation of the impact this theatre art has on the mood and atmosphere of the piece<br/>(2 marks)</li> <li>• given a straightforward explanation of the impact this theatre art has on the mood and atmosphere of the piece.<br/>(1 mark)</li> </ul> | 2        | <p>The response may include:</p> <ul style="list-style-type: none"> <li>• costume – set the scene, makes clear the dancer’s role/character, more realistic, focus attention on any dancer with different relationship/role</li> <li>• lighting – shows time (period and time of day), shows location, focuses audience attention, creates special effects</li> <li>• set design – more realistic for the audience, create tension, make clear the theme/location of the dance.</li> </ul> <p>This list is not exhaustive.</p> <p>Example 2 mark response:</p> <p>‘This has an impact on the mood and atmosphere as it evokes an emotional response from the audience as everyone has sat in a waiting room at some point. As the seats are set side by side the audience is able to empathise with the awkward environment and breach of personal space.’</p> <p>Example 1 mark response:</p> <p>‘Different colours links back to the Brazilian culture and carnival themes as these bright colours stand out like a parade.’</p> |

[END OF MARKING INSTRUCTIONS]